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ABSTRACT

This handbook is designed to assist teachers, administrators, counselors, and others involved in identifying, assessing, and placing limited English proficient (LEP) students in vocational education programs. The handbook consists of four sections. The first section offers a series of suggested approaches and procedures to use in identifying LEP students. Section 2, describing the referral process, includes steps and suggestions for designing or using referral guidelines in local educational agencies. Section 3 provides suggestions and procedures for assessing LEP students in the following areas: English language proficiency; native language proficiency, vocational interest, vocational aptitude/skills; career awareness; educational achievement; and cultural adjustment. Section 4 describes some major ways of using assessment data, including counseling, placement, instructional planning, student's progress, and administrative planning. Included at the end of this handbook are resource documents (such as a summary report on student cumulative records or home language survey forms), abstracts of tests, references, and a bibliography. (KC)

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IDENTIFICATION AND ASSESSMENT OF LIMITED ENGLISH PROFICIENCY (LEP) STUDENTS IN VOCATIONAL EDUCATION PROGRAMS: A HANDBOOK OF PROCEDURES, TECHNIQUES, AND RESOURCES

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Identification and Assessment of Limited English Proficiency Students in Vocational Education

A HANDBOOK OF PROCEDURES, TECHNIQUES, AND RESOURCES

Illinois State Board of Education

Edward Copeland
Chairman
Illinois State Board of Education

Donald G. Gill
State Superintendent of Education

July 1, 1982

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In order to ensure the appropriateness and usability of this document for the audience for whom it was developed, five local educational agencies (LEAs) in the State of Illinois generously consented to pilot test the handbook. The individuals in these LEAs who participated in the pilot test provided helpful suggestions that have been of great value, and sincere thanks are extended to these individuals from the following LEAs for their professional contribution to this effort:

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INTRODUCTION

The number of limited English proficiency (LEP) persons in the United States has become a major issue in justifying programs, passing legislation and obtaining funds. The non-English language background (NELB) population is projected to increase from 28 million persons in 1976 to 30 million in 1980, 34.7 million in 1990, and 39.5 million in the year 2000 (Inter-America, 1980).

According to the Survey of Income and Education (SIE) conducted by the U.S. Bureau of the Census, Spring, 1976, persons whose native language is other than English have not experienced a high level of economic or occupational success. Unemployment rates are high for those whose native language is not English.

The improvement of employment opportunities for persons whose native language is other than English should be a major goal of vocational education. In order for vocational education to meet the needs of LEP populations an increase commitment is needed on the part of vocational educators to prepare persons of limited English proficiency to perform adequately in an environment requiring English language skills and to fill the critical need for more and better trained persons in occupational categories vital to both the persons and the economy.

The Vocational Education Amendments of 1976 (P.L. 94-482) specify that vocational education should be made accessible to individuals of all ages in all communities (Federal Register, October 3, 1977). Priority is placed on providing special assistance to persons for whom the need is most acute--the handicapped, disadvantaged, and the limited English proficiency.

Progress has been made, yet many persons with limited English proficiency still need to be served by vocational education. In the State of

of Illinois, vocational education programs at the high school, adult, and community college levels have provided thousands of students with marketable job skills over the past years. However, in spite of these efforts by the State of Illinois, Lopez-Valadez (1979) stated that:

> a significant portion of the population remains virtually unserved by vocational education programs. This group consists predominately of persons of limited English speaking ability (LESA), (p. 1)

In its implementation of P.L. 94-482, the Illinois State Board of Education, Department of Adult, Vocational and Technical Education (ISBE/DAVTE) requires that each local educational agency (LEA) requesting additional funding for serving special needs students establish a system to identify these students in their vocational programs. Each local education agency must also indicate annually in its One and Five Year Plan for Vocational Education special assistance to be provided to handicapped, disadvantaged, and limited English proficiency students (Illinois State Board of Education, 1981).

The School Code in Illinois (1976), Article 14C entitled Rules and Regulations for Transitional Bilingual Education requires:

> School districts with attendance centers with 20 or more children of limited English speaking fluency who share a common home language to provide and maintain a program of transitional bilingual education. Districts with fewer than 20 may continue to provide bilingual education programs on a voluntary basis.

A transitional bilingual education program includes courses and/or subjects required by law and the LEA, native language arts, English-as-a-Second Language (ESL), the history and culture of the students enrolled in the program, and the history and culture of the United States.

The Illinois State Board of Education requested that LEAs develop standardized procedures to determine student eligibility and program participation Transitional Bilingual Education Programs. Therefore, local edu-

cational agencies in Illinois developed uniformed statewide procedures for data collection and program administration. The components include: Public School Bilingual Census; Program Application; Student Cumulative Record; and Annual Program Report.

Laws requiring that limited English proficiency (LEP) learners be identified and provided services appropriate to their needs have had a tremendous effect on vocational education. These laws affect program planning, evaluation, reporting and funding, and accountability at federal, state, and local levels.

Establishing identification and assessment processes has become a difficult task for local education agencies throughout the state. The guidelines and criteria established by the State of Illinois are stated in general terms so that schools and community colleges can establish their own systems of identification and assessment.

PURPOSE AND TARGET AUDIENCES

This handbook is designed to assist teachers, administrators, counselors, and others involved in identifying, assessing, and placing limited English proficiency (LEP) students in vocational education programs. For example, ESL, bilingual, and vocational teachers may find this handbook useful in becoming familiar with the ISBE/DAVTE identification criteria for LEP students and in identifying educational achievement tests that are available to use with LEP students. Counselors may find this handbook useful in identifying vocational interest tests and vocational aptitude tests that are available to use with LEP students. Administrators will find this handbook useful in developing inservice workshops to improve the identification and assessment of LEP students in their programs. These are only a few examples of how this handbook can be used.

The overall intent of the procedures, techniques, and resources presented in this handbook is to give information which will assist local educational agency personnel in developing and/or improving procedures in the identification and assessment of LEP students in vocational education programs.

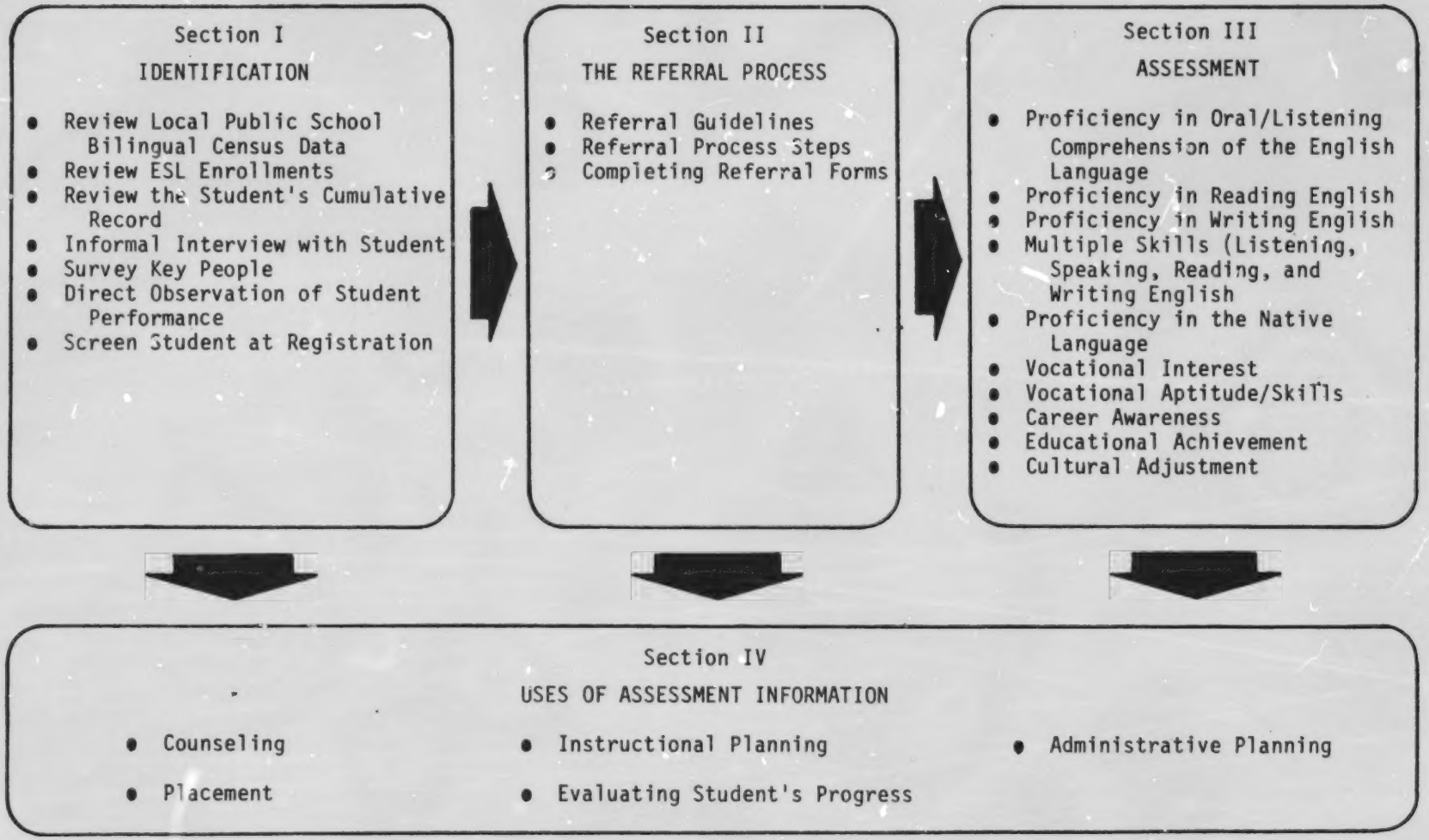
ORGANIZATION OF THE HANDBOOK

This handbook consists of four sections. The first section offers a series of suggested approaches and procedures to use in identifying LEP students. This first section includes the following identification activities: A Review of Local Public School Bilingual Census Data, Review of ESL Enrollments, A Review of Student's Cumulative Records, Informal Interview with Student, A Survey of Key People, Direct Observation of Student's Performance, and Screen Student at Registration. Section II describes the referral process. This section includes the referral process steps and suggestions for designing or utilizing referral guidelines in local education agencies. Section III provides suggestions and procedures for assessing LEP students in the following areas: English Language Proficiency, Native Language Proficiency, Vocational Interest, Vocational Aptitude/Skills, Career Awareness, Educational Achievement, and Cultural Adjustment. Section IV describes some major ways of using assessment data. These uses include: Counseling, Placement, Instructional Planning, Student's Progress, and Administrative Planning. Also included at the end of this handbook are Resource Documents, Abstracts of Tests, References, and Bibliography.

The identification and assessment process for LEP persons presented in Figure I, page 5, has been developed for this handbook and includes the four major components listed above. In addition, the organization of the handbook is designed to help follow this process.

FIGURE I

Identification and Assessment Process for LEP Persons



DEFINITION OF TERMS

1. Limited English Proficiency (LEP) - refers to any member of a national origin minority who does not speak or understand the English language in an instructional setting well enough to benefit from vocational studies to the same extent as a student whose primary language is English (Illinois State Board of Education/Department of Adult, Vocational and Technical Education, 1981). (Note: LESA and LEP are used interchangeably in this handbook.)

2. English-as-a-Second Language (ESL) - refers to the teaching of English to persons whose native language is not English (Bilingual Vocational Education Project, 1979).

3. Identification - refers to a preliminary method of distinguishing from the general population students who are from a non-English background and may possibly be limited English proficient.

4. Assessment - refers to evaluation using diagnostic tools and techniques to gather pertinent information of the informational, manipulative and/or attitudinal potential or performance of a student. (Gemmill, 1979)

5. Evaluation - refers to the collection of information and judgements to facilitate planning, to aid in the improvement of programs, and to meet accountability demands. (Wentling, 1980)

6. Referral - refers to part of the process used by LEAs to determine the LEP student's eligibility for services and specific services that may be needed. Depending upon LEA procedures, referral may occur before or following the identification process.

SECTION I: IDENTIFICATION

SECTION I: IDENTIFICATION

The federal definition of Limited English Proficiency (LEP), when used with reference to an individual means:

1. Individuals who were not born in the United States or whose native language is a language other than English; or

2. Individuals who come from environments where a language other than English is dominant or where a language other than English has had a significant impact on their level of English language proficiency and by reason thereof have sufficient difficulty speaking, reading, writing or understanding the English language so that they are denied the opportunity to learn successfully in classrooms where the language of instruction is English. (Federal Register, October 3, 1977).

The Illinois State Board of Education/Department of Adult, Vocational and Technical Education, further specifies that a person with Limited English Proficiency (LEP) means:

> Any member of a national origin minority who does not speak and understand the English language in an instructional setting well enough to benefit from vocational studies to the same extent as a student whose primary language is English. Some examples of national origin minorities are Mexican, Portuguese, Vietnamese, Chinese and Puerto Ricans. The chief administrative official shall determine the method and the staff persons responsible for making the identification. Substantive evidence of Limited English Proficiency (LEP) condition must be kept on file.

Limited English Proficiency persons vary in the degree of English Proficiency in the areas of understanding, speaking, reading, and writing. To assist in student identification and in delivery or services, the following levels of English language proficiency, developed by the Illinois State Board of Education, Bilingual Section may be used:

1. The individual does not speak, understand, or write English, but may know a few isolated words or expressions.

2. The individual understands simple sentences in English, especially if spoken slowly, but does not speak English, except isolated words or expressions.

3. The individual speaks and understands English with hesitancy and difficulty. With effort and help, the student can carry on a conversation in English, understand at least parts of lessons, and follow simple directions.

4. The individual speaks and understands English without apparent difficulty but displays low achievement indicating some language or cultural interference with learning. (Illinois State Board of Education/Department of Adult, Vocational and Technical Education, 1981)

To ensure effective vocational programs for limited English proficiency populations, vocational education teachers, counselors, administrators, and program planners must identify and locate them. In this section, we will present a series of suggested approaches and procedures to use in the identification of LEP students.

The identification of limited English proficiency (LEP) students could occur at several points: prior to the student's actual participation in the vocational course, or during the first two to three weeks of student participation, or self-identification by student or during recruitment of students into a vocational program (adult and community college level). Since law requires that LEP learners be identified and provided services appropriate to their needs, and the Illinois State Board of Education/ Department of Adult, Vocational and Technical Education (ISBE/DAVTE) requires certain identification information from the education district in order to reimburse the district for serving students with limited English proficiency, your administrator may ask you to identify the number of LEP students presently enrolled in your program. In addition, you will need information on the general LEP population characteristics (e.g., number of LEP students, languages spoken, English proficiency, vocational interest) in order to design support services needed, develop resources, design placement criteria, and refer LEP students for assessment and services. Therefore, you may want to consider the following suggested activities to help you in the identification of LEP students:

A. Review Local Public School Bilingual Census Data. (Appropriate for high school)

B. Review ESL enrollments. (appropriate for high school and community college.

C. Review the student's cumulative record. (appropriate for high school and community college)

D. Informal interview with student. (appropriate for high school and community college)

E. Survey key people, such as previous teachers, parents, counselors and the student being considered. (appropriate for high school and community college)

F. Direct observation of student performance. (appropriate for high school and community college)

G. Screen student at registration. (appropriate for high school and community college).

While each approach and procedure is treated separately in this section in actual practice, a comb.nation of strategies should be used in identifying an LEP student or population.

SUGGESTED IDENTIFICATION ACTIVITY
Review of Local Public School Bilingual Census Data

Resources

A. Review of Local Public School Bilingual Census Data

The Public School Bilingual Census which is conducted every year (Resource Document #1) has been designed to identify all non-English language background students (K-12) and to distinguish which of these students are eligible for program participation in transitional bilingual education programs. Students are classified according to language, in one of three columns. (refer to Resource Document #1, Page 69).

Column A is provided for students with non-English language background who are attending classes at the local educational agency. Column B is provided to distinguish those students reported in Column A whose English proficiency level is below average in aural comprehension, speaking, reading or writing in English. Column C is provided to distinguish those students reported in Column A whose English proficiency level in aural comprehension, speaking, reading and writing is equal to above average. By comparing vocational enrollments with students in Column B, a vocational program can identify students with limited English proficiency. In addition, the Bilingual Census provides the number of LEP students needing assistance and the different language(s) spoken.

In order to conduct the census, each local educational agency must have developed a written district procedure for the identification of students of limited English proficiency. The procedure details the manner in which students are identified as having a non-English language background. The procedure also details the instruments that are used to determine English language achievement and states the average achievement for students whose first language is English. This is done to establish a local comparison for the non-English background students.

The Public School Bilingual Census information is available at the district superintendent's office and at each local educational agency. This information can be requested from the building principal at anytime to help in the identification of limited English proficiency students enrolled in vocational courses.

Resource Document #1: Public School Bilingual Census. (Page 69)

SUGGESTED IDENTIFICATION ACTIVITY: Review of ESL Enrollments	Resources
B. Review of ESL Enrollments A vocational education program can identify students with limited English proficiency by obtaining a list of names of students enrolled in ESL classes and then comparing them with students enrolled in vocational education classes. In many instances ESL personnel can also help in identifying which of their students are receiving vocational education.	

SUGGESTED IDENTIFICATION ACTITITY:
Review of the Student's Cumulative Record

Resources

C. Review of the Student's Cumulative Record

The cumulative file review is an efficient means for obtaining information and data on a student. Student records are usually easy to access since the information is commonly located in a central place and can usually be reviewed in one setting. While the information contained in the student's file will vary among educational districts, two types of information are typically collected:

1. Basic demographic and educational progress data describing:
   - Student's and parent's names and addresses
   - Student's age
   - Student's educational progress(grades completed, transcripts, attendance and achievement evaluations).
2. Other data usually found in a student's folder includes test results and other verified information useful to the school for planning the student's educational program:
   - Hearing and vision screening reports
   - Medical history
   - Results from standardized academic achievement, psychological, language, aptitude and interest tests (See Identification Section for further information and names of tests).
   - Systematic observations and counselor ratings.
   - Competence charts provided by previous teachers.
   - Family background information (e.g. marital status, number of children in family, occupations).

Reference: Strategies for Assessing the Student's Present Level(s) of Performance. Albright, L., Fabac, J., and Evans, R. N. Urbana-Champaign, IL: University of Illinois, Bureau of Educational Research, 1978.

SUGGESTED IDENTIFICATION ACTIVITY: Review of the Student's Cumulative Record (Cont'd)	Resources
3. When reviewing the student's file, answers to the following questions should be sought: • Has/is the student receiving ESL or bilingual assistance? • What specific abilities, interests and strengths of the student have been noted? • What appears to be the most significant problems likely to affect the student's performance in a vocational setting? • What activities in the past have been conducted to correct these problems and what have been the results? • What specific needs of the learner can be dealt with by the vocational instructor and which may require special assistance?	
Resource Documents #2a, 2b, 2c, and 2d are samples that can be used for recording key information obtained from the record review. It is important that local school district policy on the confidentiality of student records be determined before completing a record review form. In summary, a review of the student's record may be expecially helpful in providing information on language background, detecting existing language problems, determining the length of time in the United States, determining the number of years of schooling the individual has had in the United States, and identifying the services being received. In addition, provide background information on the recently observed problem area(s).	Resource Document #2a: Summary Report on Student Cumulative Record. (Page 72) Resource Document #2b: Summary Report on Student Cumulative Record. (Page 73) Resource Document #2c: Summary Report on Student Cumulative Record. (Page 77) Resource Document #2d: Summary Report on Student Cumulative Record. (Page 80)

SUGGESTED IDENTIFICATION ACTIVITY:
Informal Interview with Student

Resource

D. Informal Interview with Student

The point of the informal interview with the student is to elicit "natural speech" from the speaker (student), and to maintain a brief conversation that will allow the interviewer to form a global evaluation of the participant's language proficiency. Since the purpose of this assessment is to obtain a global measure of language proficiency, the interviewer need not focus on specific aspects of the language, such as mastery of the irregular past tense or subject-verb number agreement, or control of the fricatives. This technique involves orally questioning the student. The following steps may be taken:

1. Put the student at ease

2. Introduce yourself and let the student introduce him/herself

3. Start by asking questions that require simple answers:

   - How old are you?

   - Where do you live?

4. Proceed by asking the student more open-ended questions:

   - Tell me about your first day in the U.S. (if student is from another country)

   - Do you watch television? Tell me about your favorite T.V. program

   - Do you like American food? How is it different from the food in your country?

   - Why did you choose to study in this area of specialization?

Reference: Guidelines for the Oral Proficiency Interview. Northwest Educational Cooperative (NEC). Arlington Heights, IL, Business Education for Career Advancement, 1979.

SUGGESTED IDENTIFICATION ACTIVITY:
Survey Key People

Resources

E. Survey Key People

A paper and pencil survey or questionnaire may also be used to assess the potential LEP student when an interview is not appropriate. Specifically planned questions may be asked and the questionnaire may be mailed or administered to persons most familiar with the student's interest, competence, and educational performance. This may include the student, the parents, the counselor and the student's most recent instructor(s). The following are example questions that can be answered with this kind of survey by the different persons:

1. What language is used most often at home? (Parents)

2. What language do you use most often with your friends? (Students)

3. When spoken to in English, the student responds in what language? (Counselors)

4. When asked questions in class, this student responds in what language? (Instructors)

Resource Document #3a provides sample Home Language Surveys (in 6 different languages) to help identify limited English proficient students. Resource Document #3b provides a sample instrument for identifying limited English proficiency students. These questionnaires are provided as examples of formats that can be adapted by an LEA to help identify students of limited English proficiency. These questionnaires can be used by having the respondents answer the questions orally or in writing, whichever is more appropriate under given situations. It is important to remember that many times the students and/or their parents cannot read English, therefore, the questionnaires will have to be written in and/or translated into their native language. If the questionnaires are translated from English to the student's native language it is important to have a person who is fluent in the student's native language to check for accuracy of the translation.

Resource Document #3a: Home Language Survey Forms. (Page 82)

Resource Document #3b: Sample Instrument for Identifying LEP Students. (Page 89)

SUGGESTED IDENTIFICATION ACTIVITY: Direct Observation of Student Performance	Resources
F. Direct Observation of Student Performance	
Observation of the student in the classroom and/or informal setting can provide highly accurate, detailed and verified information about the student.	
During observations the observer (teacher, aide, counselor) simply observes the learner in a given setting and takes notes of the behaviors, characteristics, and personal interaction that appear significant. After recording notes for a period of time, the observer analyzes the information and then draws conclusions. Along with problem areas, the observer should also identify the learner's strengths. This information will later be helpful in developing appropriate instructional programs for the learner. An LEP learner characteristics rating scale is included in Resource Document #4a to assist with describing students that appear to be limited English proficient.	Resource Document #4a: Limited English Proficiency (LEP) Learner Characteristics Rating Scale (Page 91)
Resource Document #4b provides a form that can be used to write a narrative description of the LEP student using the data collected on the learner characteristics rating scale. The description should recognize the problem area and strengths of LEP students so necessary steps can be taken in planning and implementing effective vocational programs for these students.	Resource Document #4b: Limited English Proficiency (LEP) Learner Description. (Page 94)

SUGGESTED IDENTIFICATION ACTIVITY: Screen Student at Registration	Resources
G. <u>Screen Student at Registration</u> To assist in screening LEP students at registration the local educational agency should select a simple registration form which ask general questions regarding the following data: • Student's and parent's names and address • Date • Student's birthday and age • Language background • Length of time in the United States • Country born • Number of years of schooling in the native country • Work background Answers to questions such as these can help determine if a student recognizes and can write name, address, city, date, telephone number, etc. and help make a broad determiniation that a person is LEP.	

SECTION II: THE REFERRAL PROCESS

SECTION II: THE REFERRAL PROCESS

Once a limited English proficiency student has been identified by the vocational teacher, counselor, school administrator, and/or other (depending on your LEA), the student should be referred for further assessment including eligibility for support services. This process is called the "referral process".

The referral process consists of the stages and personnel involved in verifying the need for a vocational student to receive special support services such as bilingual tutoring, native language instruction, Vocational English-as-a-Second Language (VESL), etc. A referral should be made after the vocational teacher, counselor, aide, etc. has identified and described the characteristics of the potentially limited English proficiency students not succeeding in class and why. Resource Documents: #5a, 5b, and 5c (page 95) show sample flow charts of referral processes that can be adapted to use for LEP students. Resource Document #6 (page 98) present a step-by-step intake assessment and referral process that can be used for LEP students in a community college setting.

The personnel involved with the student should identify and use the referral process established by the local educational agency (LEA). Occasionally, no guidelines are available. The following paragraphs include suggestions for utilizing or designing referral guidelines for your LEA.

1. Analyze the referral process and decide what specific student information is necessary. Become familiar with any restriction placed on the referring person (i.e., parental permission).

2. Identify the "contact personnel", which are the persons responsible for determining the eligibility of the referred LEP student for special support services. These individuals may include guidance counselors, school administrators, vocational education supervisors, vocational resource teachers, bilingual or special language instructor, a special needs

liaison person, an established review committee composed of representatives from the school and district and a school psychologist depending on your local educational agency.

3. Analyze the referral form for completeness. Resource Documents #7a, 7b, 7c, 7d, and 7e (Page 100) present typical referral forms that can be adapted to use for LEP students.

   Acceptable referral forms should include the following:

   (a) name, address, age, birthdate, sex, school grade placement and program of student;

   (b) name, address(es), occupations and phone number(s) of parents, or guardians;

   (c) date on which the referral form is submitted;

   (d) name and title or referring person(s), including teachers, parents and community services personnel;

   (e) reason for the referral including a detailed description of the student's specific problems;

   (f) strengths of the learner;

   (g) special services the student is already receiving;

   (h) recommendations for special services/programming;

   (i) name(s) and title(s) of the contact personnel; and

   (j) disposition of the referral.

In adherence with the schools' guidelines, the personnel involved should complete the referral form and route the form to the appropriate contact personnel. The contact personnel generally determines the eligibility of the student for special services, and communicating this information to other appropriate individuals.

Each referred student is assessed using the appropriate techniques. Assessment assists the determination of the student's eligibility for special services and provides information for program planning and implementation.

After assessment, a decision is made about the disposition of the referral. The procedure to be followed may be further specialized

testing, counseling, or a special instructional plan depending on the LEA and level (e.g., secondary, adult) of students being served.

In summary, the referral process steps include:

1. Identify and describe the potential limited English proficiency student.
2. Review the referral procedure, contact personnel and forms.
3. Complete the referral form.
4. Route the referral form to appropriate personnel.
5. Participate in the decision-making process.
6. Follow up on the disposition of the referral.

Adapted from: Gemmill, Perry R. Disadvantaged Learner Referral Process. Department of Industrial Education, University of Maryland, 1979.

COMPLETING REFERRAL FORMS

Directions: Read the Case History on page . Then complete the referral form below. Fill in all items clearly and concisely. Use your LEA's form, if available.

Student's Name _____ Age _____ Birthdate _____

Address _____ Sex _____ Grade Placement ____

School _____ Program _____

Referral Date _____ Name Title

Name(s) of Referring Person(s) _____ _____

_____ _____

Parent/Guardian Information:

Mother _____ _____ _____
Name Address Phone No.

Father _____ _____ _____
Name Address Phone No.

Guardian _____ _____ _____
Name Address Phone No.

Occupation _____ _____ _____
Mother Father Guardian

Parent/Guardian Permission Obtained (Check ( ) Yes or No) __Yes ___No
Reason for Referral (State student's learning problems descriptively):

_____

_____

_____

Special Services Being Received (Be specific): _____

_____

_____

Strengths of Students _____

_____

Recommendations for Services/Assistance (Suggestions should be clear, concise, reasonable and appropriate): _____

_____

_____

Contact Personnel (To whom the form is forwarded):

Name	Title	Date Received
_____	_____	_____
_____	_____	_____
_____	_____	_____

Disposition (Action taken): _____

Case History

School: Maryland High School
Date: September 21, 19_____

Chu Li is a sixteen-year-old (7/9/__) Oriental male student who entered the 11th grade automotive program on September 5, 19__. Chu lives at 902 H. Street, Anytown, Maryland.

Within the first week it became obvious that Chu was experiencing language difficulties. His speaking vocabulary seems limited to "yes, no, here," and he appears to have difficulty understanding classroom instruction. He has failed the first two unit exams, but seems interested in automotives and has good fine motor skills.

A second concern is Chu's social isolation. He is not interacting with other students and keeps to himself through class and lunch periods, though his classmates have tried to include him in their activities.

Chu's parents were contacted on September 19, 19___ (567-7900). The mother, Mrs. Sing Li, explained in broken English that they had arrived in this country from Taiwan in June, 19__ and asked that the father Chou Li, be contacted at his work place, the Bendix Corporation, where he is employed as an assembly line worker (627-9500 x25). The father was contacted on the same day and expressed a concern about Chu's problems in the automotive program. Mr. Li indicated that he would support the school's efforts in any way and confirmed Chu's high interest in the automotive field.

Chu's cumulative folder contained little information about his educational history except that he had attended a technical school in Taiwan. His guidance counselor, Mr. Jones, suggested that a referral be made on Chu for academic and vocational assessment and language development.

A referral was made on September 20, 19__.

Ms. Jane Mann
Automotive Teacher

Resource: Gemmill, Perry R. Disadvantaged Learner Referral Process. Department of Industrial Education, University of Maryland, 1979.

SECTION III: ASSESSMENT

SECTION III: ASSESSMENT

There may be instances when the vocational instructor will identify and refer the LEP student in need of special assistance. In other instances the LEP student will have been classified as an LEP student long before enrollment in a vocational course. In both situations, however, a comprehensive assessment of the learner's current levels of language proficiency, vocational aptitudes and interests, and educational skills is needed, in order to: 1) help with vocational placement, and 2) determine the instructional and special assistance needs of the LEP student such as language training, vocational support services/tutoring/materials, and ancillary services. Since the student is enrolled or will be enrolled in a vocational course, the vocational instructor should be involved in the assessment planning procedures as well as language/ESL teacher and a bilingual resource person.

The purpose of this section is to suggest and examine several different strategies and approaches for assessing LEP students.

Before a comprehensive assessment of the LEP student performance is conducted, the following decisions will need to be made:

A. Who should be responsible for collecting information and data on the LEP students?

Since the purpose of collecting assessment information and data is to determine the instructional and special assistance needs of the LEP student, the student's instructor(s) should play a key role in this process. If, for example, an LEP student is being considered for, or enrolled in a regular vocational course, the counselor, the bilingual, English-as-a-Second Language, vocational education instructors should be working together to determine the LEP

student's needs. Or, if an LEP student with other known disadvantages and handicaps is enrolled in a regular vocational course, the vocational instructor and the appropriate resource person or persons (e.g., remedial reading instructor, bilingual counselor, special education teacher, special student service counselor, ESL instructor) should be in close communication regarding the learner's needs and progress. The instructors and the resource person(s), along with the help of an administrator and a guidance person, could begin this process by determining the adequacy of existing LEP student performance information. If additional assessments are determined necessary, this team can decide how and when these assessments are to take place and by whom.

One of the most common practices for determining the persons responsible for collecting student performance information is by means of a staffing conference. Once the LEP student has been referred and the student's records reviewed by the appropriate persons (e.g., vocational counselor, vocational teachers) depending on the specific LEA, this person may call a staffing conference with the LEP student's instructors, the specialist(s) concerned with the referred problem and/or the student. The goals of this staffing are: (1) to discuss the student's referred problem(s), (2) review existing student performance information, (3) determine whether further assessments are needed, and if so, (4) identify the strategies for collecting this information, and (5) determine whether existing programs and services will meet the needs of this particular student.

B. <u>What kinds of information and data should be collected to get a comprehensive assessment of the LEP student's performance</u>?

Since the basic purpose of the assessment information and data is to make judgements and determine the instructional and special assistance

needs of the LEP student, information on the performance in the following areas should be considered:

1. Proficiency in Oral/Listening Comprehension of the English Language.
2. Proficiency in Reading English.
3. Proficiency in Writing English.
4. Multiple Skills (Listening, Speaking, Reading and Writing English).
5. Proficiency in the Native Language.
6. Vocational Interest.
7. Vocational Aptitude/Skills.
8. Career Awareness.
9. Educational Achievement.
10. Cultural Adjustment.

Strategies, tests, and procedures for obtaining information and data for each of the areas of assessment are suggested in this section. While each assessment procedure is treated separately in this section in actual practice, a combination of procedures should be used in assessing and LEP student or population. It is also important not to rely on the results of only one test.

1. AREA OF ASSESSMENT: Proficiency in Oral/Listening Comprehension of English Language:

   Purpose for assessing proficiency in oral/listening comprehension of English language:

   A. To determine at what oral proficiency level the student is functioning in the English language and to determine if the student comprehends the English language.

   B. To determine the extent to which a student's limited oral/listening comprehension of the English language will effect the successful participation in the vocational education program. (To determine if the student's English is adequate to comprehend lectures in the vocational course.)

   C. To determine instructional and special assistance needs related to oral English language proficiency of the student.

   Suggested assessment activities:

   A. Observations.

   B. Interviews.

   C. Use English-as-a-Second Language Oral Tests.

SUGGESTED ASSESSMENT ACTIVITIES
Area of Assessment: Proficiency in Oral/Listening Comprehension of English Language

Resources

A. Observations

See Identification Section - F. Direct Observation of Student Performance. (Page 17)

B. Interviewing

The point of the oral proficiency interview is to elicit "natural speech" from the speaker (student), and to maintain a brief conversation that will allow the interviewer to form a global evaluation of the participant's language proficiency. The primary purpose of this face-to-face interview is to give the student an opportunity to demonstrate, in a realistic conversation situation, the extent of the student's spoken mastery of the language, as well as his/her ability to understand the spoken language.

The interviewer must make every effort to put the student at ease, to engage him/her in the topics of conversation, and to lead him/her in gradual stages up to his/her maximum level of speaking fluency. (See Resource Document #8a)

Resource Document #8a: Oral Placement Test. (Page 107)

Since the purpose of this assessment is to obtain a global measure of language proficiency, the interviewer need not focus on specific aspects of the language, such as mastery of the irregular past-tense or subject-verb number agreement, or control of the fricatives. Rather, by carefully following the proficiency descriptions provided in Resource Document #8b, the interviewer can give a global rating on each of the five aspects of language: accent, grammar, vocabulary, fluency, and comprehension. The following steps may be taken:

Resource Document #8b: Proficiency Descriptions. (Page 109)

1. Put the student at ease.
2. Introduce yourself and let the student introduce him/herself.
3. Start by asking questions that require simple answers:
   - How old are you?
   - Where do you live?

SUGGESTED ASSESSMENT ACTIVITIES
Area of Assessment: Proficiency in Oral/Listening Comprehension of English Language (Cont'd)

Resources

4. Proceed by asking student more open-ended questions:

   - Tell me about your first day in the U.S. (if student is from another country)
   - Do you watch television? Tell me about your favorite T.V. program.
   - What is your favorite kind of food?
   - Why did you choose to study in this area of specialization?

C. Use English-as-a-Second Language Oral Tests

A formal interview using ESL oral tests can be administered to get a meaningful understanding of the student's level of oral language proficiency. These tests are usually individually administered and takes between 10-20 minutes. They not only produce pre-/post-test information, but also can provide useful diagnostic information. If time permits, it is helpful to note and record weaknesses the student may have (i.e., pronunciation, structure) upon completion of the tests. This information is helpful in developing classroom instruction. Also, taping the interview may be helpful.

Another method of obtaining an oral interview score is through the administration of bilingual tests. These tests can be administered quickly and efficiently and provide evaluation of student's performances in accent, vocabulary, grammar, fluency, and listening comprehension.

Abstracts of Tests

A. ESL Oral Tests

1. Illyin Oral Interview. (Page 166)
2. The John Test. (Page 166)
3. English-as-a-Second Language Oral Assessment (ESLOA). (Page 167)
4. Oral Placement Tests for Adults. (Page 167)
5. The Peace Corps Language Proficiency Interview. (Page 168)
6. Bilingual Vocational Proficiency Oral Tests (BVOPT). (Page 168)
7. Functional Language Survey. (Page 169)

B. Bilingual Tests

1. Bilingual Syntax Measure II. (Page 171)
2. Bahia Oral Language Test. (Page 172)
3. Test of Aural Comprehension. (Page 172)

2. AREA OF ASSESSMENT: Proficiency in Reading English

Purposes for assessing proficiency in reading English:

A. To determine the extent to which the student's reading level will effect he successful participation in the vocational course.

B. To determine instructional and special assistance needs related to the student's reading level.

C. To deterimine and/or adapt reading materials for the student to successfully participate in the vocational course.

Suggested assessment activities:

A. ESL Reading Tests.

B. Cloze Testing

C. Teacher Developed Tests.

SUGGESTED ASSESSMENT ACTIVITIES
Area of Assessment: Proficiency in Reading English

	Resources
A. English-as-a-Second Language Reading Tests ESL Reading Tests for native speakers of English are not appropriate or useful for limited English proficient learners until they reach the intermediate level or until their scores on these tests will have some meaning for placement or instructional planning. Reading test for LEP students are virtually non-existent with the exception of tests available for the advanced student. Abstracts of Tests C cites some reading tests which are more commonly used. These tests are mostly designed for native speakers of English. The reading tests for native English speakers included here can be easily adapted for LEP students by reading aloud for the student.	Abstracts of Tests C. ESL Reading Tests 1. Botel Reading Inventory. (Page 174) 2. An English Reading Test for Students of English as a Foreign Language. (Page 174) 3. Slosson Oral Reading Test (SORT). (Page 175) 4. Adult Basic Reading Inventory (ABRI). (Page 175) 5. Adult Informal Reading Test (AIRT). (Page 176) 6. Test of Literacy. (Page 176) 7. Inter-America Series - Test of Reading and Prueba de Lectura. (Page 177)
B. Cloze Testing The Cloze testing procedure is commonly used with limited English proficient students in assessing readability of a selection as well as reading ability. This procedure is individually developed and the reported scores (percent or total correct) can be used. Cloze testing is an easy efficient method of testing readability of a passage. See Resource Document #9.	Resource Document #9: Cloze Testing: How to Construct a Cloze Test. (Page 115)

SUGGESTED ASSESSMENT ACTIVITIES
Area of Assessment: Proficiency in Reading
English (Cont'd)

Resources

Resouce Document #10a provides instructions for a Cloze Test and Resource Document 10b provides a sample of a Cloze Test. An explanation of Cloze testing and the scoring procedures should be given to students before actual testing.

Resource Document #10a: Instructions for a Cloze Test. (Page 117)

Resource Document #10b: Sample of a Cloze Test. (Page 118)

C. Teacher Developed Tests

Teacher developed reading tests are usually constructed by the teacher to evaluate the student's proficiency in reading English (see Resource Document #11 and #12). As noted earlier often times a specific test which is commercially available is not satisfactory to use with limited English proficient students. Furthermore, it is at times desirable to adapt an existing test or developed a new one based on local program goals and/or materials.

Resource Document #11: Teacher - Made Stories. (Page 119)

Resource Document #12: Elgin Community College, Bilingual Access Reading Placement Test. (Page 120)

Some general suggestions for developing a test to use with LEP students are provided below:

- Test items should be taken from the material used in the classes.
- Materials should be surveyed; a sampling of simple through complex items which are taken from the beginning, middle and end of each instructional textbook and/or instructional material should be included.
- If students have been exposed to any learning situation which has utilized printed materials to reinforce oral work, students can answer orally or in written form, questions they have read in addition to answering questions they have only heard.
- Explicit instructions should be included for the test administrator and/or scorer. Such areas as materials needed to give the test, number of people needed to administer the test, time required to give the test, standards and criteria for scoring individual answers and the complete test, and a scoring key to place at an appropriate instructional level should be covered in the instructions. Other areas may also need to be included.

Reference: Terdy, Dennis; Testing Instruments and Procedures for Adults English as a Second Language. Illinois Statewide ESL/AE Service Center, Arlington Heights, Illinois, August, 1981.

SUGGESTED ASSESSMENT ACTIVITIES
Area of Assessment: Proficiency in Reading
(Cont'd)

	Resources
• Finally, you may wish to base your test on a commercially developed test instrument. Comparable tests can be produced by following a basic format and adopting structure and vocabulary taken directly from the texts or instructional materials in your program.	

3. AREA OF ASSESSMENT: Proficiency in Writing English

Purposes for assessing proficiency in writing English:

A. To determine the English writing skills of the student.

B. To determine the extent to which the student's English writing skills will effect the successful participation in the vocational course. (To determine if the student will be able to complete written assignments required by the vocational course.)

C. To determine instructional and special assistance needs related to the student's English writing skills.

Suggested assessment activities:

A. ESL Writing Tests.

B. Writing Sample.

C. Filling Out A Registration or Application Form.

SUGGESTED ASSESSMENT ACTIVITIES
Area of Assessment: Proficiency in Writing English

Resources

A. English-As-A-Second Language Writing Tests

English-as-a-second language writing tests and written grammar tests can provide valuable information concerning the writing skills of an LEP student. The ESL written grammar tests can in many cases serve as diagnostic tools because specific grammatical structure items can be analyzed on an individual bases and appropriate instructional techniques can be selected as a result. Also many of these tests have different English language proficiency levels appropriate for beginning, intermediate, or advanced.

Abstracts of Tests

D. ESL Writing Tests

1. Test of Ability to Subordinate. (Page 179)
2. Dictation. (Page 179)

E. ESL Written Grammar Tests

1. Diagnostic Test for Students of English-as-a-Second Language. (Page 182)
2. Structure Tests. (Page 182)
3. Examination in Structure. (Page 183)
4. English-as-a-Second Language Placement Test (EPT). (Page 183)
5. English Language Skill Assessment in a Reading Context (ELSA) (Page 184)

B. Writing Sample

Writing samples can also provide valuable information concerning the writing skills of an LEP student. Included in the Resource Document #13a is a procedure for evaluating writing samples.

Resource Document #13a: Evaluation of Student Writing. (Page 129)

1. Two procedures for obtaining a writing sample can be done as follows:

   - Allow students to see a picture or visual stimulus of some kind. Use a picture of a tool or machine related to the student's vocational program.

   - Ask students to describe the stimulus in 25 minutes writing as much as they possibly can during this time.

SUGGESTED ASSESSMENT ACTIVITIES
Area of Assessment: Proficiency in Writing
English (Cont'd)

	Resources
2. Ask students to choose one of the following topics for writing one or two paragraphs: • The job I would most like to have five years from now. • Jobs that are available in the United States. • Benefits that are received by working. 3. Ask students to plan their ideas for five minutes. 4. Ask students to develop their ideas in one or two paragraphs. 5. Ask students to review the paragraph(s) they wrote and correct any mistakes they have. 6. Tell students they have 30 minutes. 7. Tell students their writing will be evaluated for grammar, vocabulary, paragraph organization, logical development, and quantity of writing.	
The composition evaluation procedure presented in Resource Document #13b will elicit a score that can be used as part of the total assessment program. Furthermore, the writing sample remains as a part of the student's permanent record. This information can be later recalled by the classroom instructor for instructional purposes. A final writing sample can be administered as a post test to provide a measure of achievement, as well as future placement data.	Resource Document #13b: Composition Evaluation. (Page 130)
C. Filling Out A Registration of Application Form See Identification Section - G. Screen Student at Registration. (Page 18)	

4. AREA OF ASSESSMENT: Multiple Skills (Listening, Speaking, Reading, and Writing English)

Purposes for assessing multiple skills:

A. To determine an overall picture of the student's linguistic ability.

B. To determine the extent to which the student's English speaking, listening, reading, and writing skills will effect the successful participation in the vocational course.

C. To determine instructional and special assistance needs related to the student's English speaking, listening, reading, and writing skills.

Suggested assessment activities:

A. English-as-a-Second Language Multiple Skills Tests.

SUGGESTED ASSESSMENT ACTIVITIES
Area of Assessment: Multiple Skills (Listening, Speaking, Reading, and Writing English)

Resources

A. English-As-A-Second Language Multiple Skills Tests

ESL Multiple Skills Tests generally function as "mini" batteries of tests, examining more than one skill area. Listening, speaking, reading, or writing components are generally included. However, careful consideration of the usefulness and appropriateness of each of the components must be given when selecting such tests.

Often times, they are designed for a specified level of students (intermediate minimally) or their individual components have questionable validity. On the other hand, these ESL multiple skills tests may be the choice to produce more comprehensive assessment data.

Abstracts of Tests

F. ESL Multiple Skill Tests.

1. Language Assessment Scales. (Page 186)
2. Language Assessment Battery. (Page 186)
3. Comprehension English Language Test (CELT). (Page 187)
4. Michigan Test of English Language Proficiency. (Page 188)
5. Orientation in American English Placement Test. (Page 188)
6. New Horizons in English
   Book 1 & 2
   Book 2 & 3
   Book 5 & 6.
   (Page 189)

5. AREA OF ASSESSMENT: Proficiency in the Native Language

Purposes for assessing the native language:

A. To determine at what level the student is functionting in the native language and to determine if the student comprehends the native language.

B. To determine if instructional materials in the student's native language are needed in order for the student to sucessfully participate in the vocational course.

C. To determine in what language (native or English) the student is more proficient.

Suggested assessment activities:

A. Interviews.

B. Observations.

C. Writing Sample.

D. Use Native Language Tests.

SUGGESTED ASSESSMENT ACTIVITIES
Area of Assessment: Proficiency in the Native Language

Resources

A. Interviewing

The interviewer may follow the same procedures as stated for conducting an interview for oral/listening comprehension of the English language on page 30. However, the interviewer should be fluent in the student's native language and will need to ask the questions in the student's native language.

B. Observations

The observer may follow the same procedures as stated for conducting observations for oral/listening comprehension of the English language on page 30. However, the observer needs to be fluent in the student's native language in order to be able to draw valid conclusions of the student's oral/listening comprehension of the native language.

C. Writing Sample

A writing sample of the student's native language can be obtained by following the same procedures as stated for obtaining an English writing sample on page 37. However, the person obtaining the writing sample needs to be fluent in the student's native language in order to be able to drawn valid conclusions of the student's writing abilities in the native language.

D. Use Native Language Tests

Native language tests can be administered to get a meaningful understanding of the student's proficiency in the native language. These tests can be administered to provide evaluation of the student's performances in vocabulary, grammar, fluency, and listening comprehension, and determine if the student possesses a technical vocabulary in the native language.

Abstracts of Tests

G. Native Language Tests

1. Inter-American Series. (Page 191)
2. Language Assessment Battery (LAB)-Levels I-III. (Page 193)
3. Language Dominance Survey. (Page 193)
4. San Bernardino Language Dominance Survey. (Page 194)

6. AREA OF ASSESSMENT: Vocational Interest

Purposes of assessing vocational interest:

A. To determine the nature of the students vocational interests.

B. To determine what vocational courses to place the student in.

C. To aid the student in career/vocational planning.

Suggested assessment activities:

A. Interviews.

B. Informal Career Orientation Program.

C. Vocational interest tests.

D. Work samples.

E. Field trips.

SUGGESTED ASSESSMENT ACTIVITIES
Area of Assessment: Vocational Interest

Resources

A. Interviews

In order to conduct an adequate assessment of vocational interest of an LEP student, you need to get to know the student on a personal basis. A personal interview is a good way to do this. During the personal interview you can often discover a great deal about the LEP student--his/her interests, values, maturity, self-confidence, family circumstances, etc. All these play a part in the exploration of career interest. With some LEP students an interview may be sufficient (using a bilingual interpreter, if needed). Some LEP students may already have a broad educational and/or work background in a specific occupational area. Others may have no idea what they want to do, and still others may have unrealistic, conflicting or contradictory vocational interests. From interviews with the LEP student you can discover the expressed vocational interests of the student. Resource Document #14 on page 132 provides guidelines and questions for conducting a vocational interest interview with LEP students.

Resource Document #14: Guidelines and Questions for Conducting A Vocational Interest Interview with LEP students. (Page 132).

B. Informal Career Orientation Program

Another possible vocational interest assessment procedure is the use of an informal career orientation program. In these programs LEP students "rotate" through several occupational training classes. This allows them to observe and/or "shadow" other students already in training. This will give them a better idea of what is involved and expected in each of the occupational areas.

C. Vocational Interest Tests

Limited English proficient students' vocational interest can be determined through vocational interest tests. Although several commercially available vocational interest tests exists, only a few of these are appropriate for LEP students. The first step is to familiarize yourself with what sort of vocational interest test are available for LEP students. In helping an LEP student plan a program, keep in mind that vocational interest tests are designed to help expand occupational considerations. In using vocational interest tests the focus should not necessarily be on deciding a career. Students will be at different stages in vocational development. Interest tests data can aid in planning or charting possible directions the LEP student can take.

Abstracts of Tests

H. Vocational Interest Tests.

1. Kudor DD Occupational Interest Survey. (Page 196)
2. Geist Picture Interest Inventory. (Page 196)
3. JOB-O. (Page 197)

SUGGESTED ASSESSMENT ACTIVITIES
Area of Assessment: Vocational Interest
(Cont'd)

	Resources
	Abstracts of Tests H. Vocational Interest Tests. (Cont'd) 4. California Occupational Preference System. (Page 197) 5. Wide Range Interest Opinion Tests (WRIOT). (Page 198) 6. General Aptitude Test Battery (GATB). (Page 199) 7. Non-reading Aptitude Test Battery (NATB). (Page 199) 8. The Glenn Occupational Scales for Indochinese (GOSI). (Page 200) 9. The Harrington/ O'Shea System for Career Decision-making. (Page 201).
D. Work Samples Work samples are developed to assess work potential or job interest of LEP students. Work samples are directly applicable to work tasks on various jobs. While the LEP student does the work sample the evaluator observes him/her and records the observations on:	Work Samples 10. The Singer Career Systems. (Page 201)

SUGGESTED ASSESSMENT ACTIVITIES
Area of Assessment: Vocational Interest (Cont'd)

- explicit behavior factors
- performance factors related to the Dictionary of Occupational Titles
- indications of interest

When all work samples are completed by the student the evaluator summarizes the results of all work samples in terms of the student's behavior, interest and performance. The evaluator then meets with the student for a feedback interview, in which they discuss:

- the student's reactions to the work sample process
- work samples the student especially liked or disliked
- the student's estimate of his/her own behavior and performance
- the student's actual behavior and performance
- the student's reaction to this information

Synthesizing the work sample records and the feedback interview, the evaluator should prepare a comprehensive work sample evaluation report, to be sent to the student's counselor, vocational teacher, or other appropriate person depending on the local educational agency. The report should include information on:

- communication
- behavior in interpersonal situations
- worker characteristics
- learning and comprehension
- discriminatory abilities
- manipulative skills

and recommendations for:

- appropriate areas of employment and/or training
- supportive services that may be needed

Resources

11. Jewish Employment and Vocational Service System. (Page 203)
12. Valpar Component Work Sample Series. (Page 205)
13. Project Discovery Career Exploration Systems. (Page 206)

References:

Work Sample Manual Format. Materials Development Center, Stout Vocational Rehabilitation Institute. University of Wisconsin-Stout, Menomonie, Wisconsin, March, 1977.

Suggested Guidelines for Evaluating Work Samples. Materials Development Center, Stout Vocational Rehabilitation Institute. University of Wisconsin-Stout, Menomonie, Wisconsin, September, 1980.

Work Sample Manual Clearinghouse Catalog. Materials Development Center, Stout Vocational Rehabilitation Institute. University of Wisconsin-Stout, Menomonie, Wisconsin, January, 1980.

SUGGESTED ASSESSMENT ACTIVITIES
Area of Assessment: Vocational Interest (Cont'd)

Resources

E. Field trips

LEP students many times are not aware of the career options available to them. They are also not aware of the tasks and duties required of the different types of jobs and the skills needed to perform different jobs. Field trips to business firms, offices, banks, factories, etc. can be used to facilitate career exploration by providing the LEP student with a realistic observation of the types of jobs that are available and the tasks and duties involved.

Field trips can be useful for expanding the educational and career world of the culturally different; but they must be preceded by careful planning and follow-up with feedback. Arouse the LEP students' interest by class discussion, photographs, bulletin board, and other visual materials. Make clear to the LEP students the purpose of the field trip. Follow-up activities may include individual discussions and/or group discussions regarding the field trip.

In addition, by talking with and observing the LEP student during the field trip, it can help determine in what vocational areas the student's interest are highest and also what vocational areas the student appears to dislike and like.

7. AREA OF ASSESSMENT: Vocational Aptitude/Skills

Purposes for assessing vocational aptitude/skills:

A. To aid students in educational and vocational planning.

B. To determine the students' general knowledge, skills, and aptitude in a given vocational area.

C. To determine the specific vocational skills the student has attained from previous experiences or courses.

D. To determine specific areas where special assistance may be needed.

Suggested assessment activities:

A. Vocational aptitude tests.

B. Work samples.

C. Interview students and instructors.

D. Entry level/performance sampling.

SUGGESTED ASSESSMENT ACTIVITIES
Area of Assessment: Vocational Aptitude/Skills

Resources

A. Vocational Aptitude Tests

A method for assessing vocational aptitude of LEP students is through the use of vocational aptitude tests. Few instruments exists which are appropriate for assessing vocational aptitude (ability) of LEP students. Vocational aptitude is an important aspect of career satisfaction and needs to be considered, because an LEP student may have a high interest in a particular vocation but lack the aptitude (ability) for it. Therefore, the LEP student needs to be helped made aware of alternate possibilities.

Abstracts of Tests

1. Vocational Aptitude Tests.
   1. Differential Aptitude Tests. (page 208)
   2. General Aptitude Test Battery (GATB). (Page 208)
   3. Non-reading Aptitude Test Battery (NATB). (Page 208)
   4. Clerical Aptitudes SRA. (Page 208)

B. Work Samples

See Area of Assessment: Vocational Interest--D. Work Samples (Page 45).

C. Interview Students and Instructors

Interviewing of students can help you gain further insight into their educational performance and vocational skills. Interviews offer an opportunity to clarify and verify the data found in the student's file. For example, data in the student's file may indicate that the student has participated in a pre-vocational course. However, the only item probably reported in the student's file will be the student's grade. By interviewing the instructor and/or student, information concerning the specific skill taught and the degree to which the student mastered these skills could be located.

Resource Document #15: Career Competence Interview Guide. (Page 134)

Resource Document #16: Instructions for Developing and Using the Career Competence Interview Guide. (Page 138)

SUGGESTED ASSESSMENT ACTIVITIES
Area of Assessment: Vocational Aptitude/Skills
(Cont'd)

Resources

One technique for structuring an interview is through the use of an interview guide. Resource Document #15 provides a complete interview guide for a student who is limited English proficient who finished the first year drafting course and was placed in an architectural-technical drafting course. This guide can be used by the arch-tech drafting instructor to interview the student's previous drafting instructor. Resource Document #16 offers instructions for developing and using the interview guide and Resource Document #17 provides a blank copy of the guide. In addition, Resource Document #18 provides a suggested procedure for interviewing key personnel.

Resource Document #17: Blank Copy of the Career Competence Interview Guide. (Page 140)

Resource Document #18: Suggested Procedure for Interviewing Key Personnel. (Page 144)

D. Entry Level/Performance Sampling

Entry level performance sampling is basically a general pre-test for vocational instruction. It is to be used following the LEP student's admission into a vocational program, but prior to actual vocational classroom instruction. Its purpose includes:

- To obtain a direct assessment of the LEP student's performance in relation to a particular course, and
- To provide an indication of specific areas where special assistance may be needed.

An example of an entry level performance sample used in a building trades program is presented in Resource Document #19a, 19b, and 19c. Resource Document #20 includes the steps the building trade instructor followed in developing and administering the sample.

Resource Document #19a: Instructions for Administering the Building Trades Performance Sample. (Page 145)

Resource Document #19b: Instructions for Student Completing the Building Trades Performance Sample. (Page 147)

Resource Document #19c: Student Performance Evaluation Form. (Page 152)

SUGGESTED ASSESSMENT ACTIVITIES
Area of Assessment: Vocational Aptitude/Skills
(Cont'd)

	Resources
	Resource Document #20: Steps Followed in Developing and Administering the Building Trades Entry Level Performance Sample. (Page 154)
A second example of an entry level performance sample for a beginning typing course is provided in Resource Document #21. The intent of the sample is to determine the strengths and weaknesses of students in basic language skills which affect performance in beginning typing. The entry level performance sample has several attractive features, such as: • Offering an alternative to traditional forms of pencil and paper testing. • Having high face validity to both student and instructor. • Providing an opportunity for direct and immediate feedback to student.	Resource Document #21: Typing-Language Skill Sample. (Page 155)

8. AREA OF ASSESSMENT: Career Awareness

Purposes for assessing career awareness:

A. To determine the student's understanding of career opportunities.

B. To aid the student in career planning.

C. To determine students' awareness of different types of occupational roles.

Suggested assessment activities:

A. Field trips.

B. Guest speakers.

C. Films and other audio-visual presentations.

D. Career Devleopment and Maturity Inventories.

SUGGESTED ASSESSMENT ACTIVITIES
Area of Assessment: Career Awareness

Resources

A. Field Trips

See Area of Assessment: Vocational Interest: E. Field Trips (Page 47)

B. Guest Speakers

LEP students in many cases lack role models in their lives, therefore it is important to select guest speakers from the same cultural background as the LEP students. The guest speakers can tell what they do, relate the personal meaning of their work-satisfaction, frustrations, and so on. In summary, they can give a complete picture of what they do on the job and help the LEP students understand the occupation which they represent.

C. Films and Other Audio-Visual Presentations

Limited English proficient students many times benefit the most from audio-visual presentations. Use as many different kinds of media as possible to get occupational information across. For LEP students the following various audio and visual means of disseminating occupational information can be used:

- Bulletin boards and exhibits.
- Commercial, educational, and closed-circuit television.
- Slides.
- Films.
- Records.
- Cassettes.
- Filmstrips.
- Microfilm.

Resource Document #22: Description of a Series of Slide-Tape Presentations Entitled Jobs in America. (Page 161)

References:
Bibliography of Bilingual Materials for Career/Vocational Education: A List of BESC Library Holdings. Bilingual Vocational Education Project, Arlington Heights, Illinois, February, 1980.

Bibliography of Currently Available Vocational Education Curriculum Materials for Use with Students of Limited English Proficiency. Elsie Kennedy, Kentucky Department of Education, Capital Plaza Tower, Frankfort, Kentucky, 1979.

SUGGESTED ASSESSMENT ACTIVITIES Area of Assessment: Career Awareness (Cont'd)	Resources
For LEP students, activities might even include "show and tell" exercises. Perhaps they can "show and tell" about the various careers they have studied. The use of audio aid may also encourage LEP students to seek additional information and career counseling. Resource Document #22 provides a description of a series of slide-tape presentations entitled Jobs in America, which are designed to present vocational information to LEP students.	
D. Career Development and Maturity Inventories Limited English proficiency students many times are unable to make sound career choices due to lack of experience with and knowledge of work. Therefore, counselors need inventory assistance in assessing the level of an LEP student's career development or maturity for selecting the appropriate guidance materials and in suggesting a vocational program. Knowing the career maturity level of an LEP student can assist the counselor in the selection of measures or experiences that will encourage an appropriate amount of investigation and exploration. When sufficient career maturity and decision making skills are developed, the counselor can suggest to the LEP student a narrowing of interest areas for future vocational program planning.	Abstracts of Tests J. Career Development and Maturity Inventories. 1. Assessment of Career Development. (Page 210) 2. Career Awareness Inventory (CMI). (Page 210) 3. Career Maturity Inventory (CMI). (Page 211) 4. Comprehensive Career Assessment Scales. (Page 212) 5. Knowledge of Occupations Tests (KOT). (Page 212) 6. New Mexico Career Education Test Series. (Page 213) 7. Vocational Opinion Index. (Page 214)

9. AREA OF ASSESSMENT: Educational Achievement

Purposes for assessing educational a hievement:

A. To determine what a student has learned.

B. To determine the students' areas of educational strengths and weaknesses, so the student can be referred to the appropriate resource personnel.

Suggested assessment activities:

A. Achievement tests.

B. Student's records.

SUGGESTED ASSESSMENT ACTIVITIES
Area of Assessment: Educational Achievement

Resources

A. Achievement Tests

Achievement testing is beneficial not only to determine what an LEP student has learned, but also to provide teacher, student and program feed-back. The tests chosen can be variations or adaptations of those listed in Abstract of Tests K. The testing should be done with caution being taken on not overtesting. The emphasis should be on structuring the achievement tests to provide practical, useful results for not only instructional and programmatic improvement, but also valuable information on growth in language proficiency.

Abstracts of Tests

K. Achievement Tests.

1. California Achievement Tests. (Page 216)
2. Comprehensive Tests of Basic Skills. (Page 218)
3. Bilingual Science Tests: Dr. C. Samuinetti. (Page 220)
4. New York State Mathematic Test: Spanish Language Editions. (Page 221)
5. Prueba de Puerto Rico. (Page 221)
6. MLA - Cooperative Foreign Language Tests: Modern Language Association of America. (Page 223)
7. Inter-American Series Tests of General Ability. (Page 224)
8. Tests of General Ability (TOGA). (Page 224)
9. Short Test of Educational Ability (STEA). (Page 225)

SUGGESTED ASSESSMENT ACTIVITIES
Area of Assessment: Educational Achievement
(Cont'd)

	Resources
B. Student's Records For this method the teacher gathers and records data from existing LEP student's records such as tests, cumulative files, interview records, observation records, and work experience records. Information that should be identified is the following: • Educational History: Student's courses, grades and performance sheets; anecdotal records and observation comments; attendance records; teacher and on-the-job supervisor recommendations; reading and mathematic scores; and support service records. • Work History: physical stamina, types of work experience, ability to follow directions, manipulate equipment, general coordination and work attitudes (e.g., punctuality, reliability, responsiveness to supervisors and co-workers and performance under stress). Schools may have regulations regarding access to educational records. The vocational teacher should know the school's policy on the use of all the students' records. High schools may require written permission from the parents before anyone can see the recrods. Utilizing each method mentioned allows the teacher to form a realistic picture of the "whole" student. The Case History Record in Resource Document #23 will assist you in collecting and recording specific LEP student information according to your needs.	Resource Document #23: Case History Record. (Page 162)

10. AREA OF ASSESSMENT: Cultural Adjustment

Purposes for assessing cultural adjustment:

A. To determine if the individual is culturally familiar with the American job market and expected employee behavior and attitudes.

B. To determine if the individual is comfortable in dealing with public transportation and other community resources.

Suggested assessment activities:

A. Observations.

B. Interviews.

SUGGESTED ASSESSMENT ACTIVITIES
Area of Assessment: Cultural Adjustment

Resources

A. Observations

The observer may follow the same procedures as stated for conducting a direct observation of student performance on page 17. However, the observer should observe the student in several settings (e.g., classroom setting, work setting) and take notes of the behaviors, characteristics, and personal interaction that appear significant to cultural adjustment. After recording notes for a period of time, the observer analyzes the information and then draws conclusions. It is important that the observer be fluent in the student's native language in order to be able to draw valid conclusions of the student's cultural adjustment.

B. Interviews

The interviewer may follow the same procedures as stated for conducting an informal interview with student on page 15. However, the interviewer should be fluent in the student's native language and ask questions about the following:

- the community
- transportation
- community services available
- activities they participate in (e.g., religion, social, political)
- types of jobs in the United States
- employers expectation of workers
- length of time in the United States
- number of years of schooling in the United States

SECTION IV: USES OF ASSESSMENT INFORMATION

SECTION IV: USES OF ASSESSMENT INFORMATION

The persons responsible for collecting assessment information on the identified limited English proficient students must, first of all keep the purpose of their efforts in mind--to obtain current and specific information which is to serve as the foundation for making decisions concerning the following:

1. Counseling
2. Placement
3. Instructional Planning
4. Evaluating Students' Progress
5. Administrative Planning

Several suggested uses of assessment information for each of the five areas are presented in this section.

SUGGESTED USES OF ASSESSMENT INFORMATION: Counseling	Resources
A. Help identify need for ancillary services (i.e., transportation, daycare, financial aid) for LEP students. B. Help identify need for career awareness and career planning activities for LEP students. C. Help identify language supports needed for counseling (i.e., translators, bilingual psychologists) for LEP students. D. Help identify appropriate vocational placement for LEP students. E. Help identify types of counseling needed (i.e., group, family, individual, personal, vocational, career) for LEP students.	References: Counseling the Culturally Different Theory and Practice. D. W. Sue, E. H. Richardson, R. A. Ruiz, and E. J. Smith. New York, N.Y.: John Wiley and Sons, Inc., 1981. Guidance Information System (GIS). Time Share Corporation, 630 Oakwood Avenue, West Hartford, CT 06110 Illinois Career Guidance Handbook. Daniels, M. H., and Boss, R. D. Carbondale, Southern Illinois University, College of Education, June, 1981.

SUGGESTED USES OF ASSESSMENT INFORMATION: Placement	Resources
A. Help identify special support services (i.e., bilingual tutors, vocational English-as-a-second language, bilingual instructional material) needed for placement in a vocational program. B. Help identify language proficiency, career awareness, vocational interest and aptitude, cultural adjustment, and educational achievement of LEP students for appropriate placement in a vocational program.	References: Bilingual Vocational Education Project. Vocational Education for the Limited English Speaking: A Handbook for Administrators. Arlington Heights, IL: Jeanne Lopez-Valadez, February, 1979. Bradley, C. H., and Freidenberg, J. E. Foundations and Strategies in Bilingual Vocational Education: A Handbook for Vocational and Technical Education Personnel. Miami: Florida International University, Bilingual Vocational Instructor Training Program, July, 1982. Limited English Proficiency Students in Vocational Education: A Handbook for Vocational Educators. Champaign: University of Illinois, Department of Vocational and Technical Education, July, 1982.

SUGGESTED USES OF ASSESSMENT INFORMATION: Instructional Planning	Resources
A. Help identify instructional mode (i.e., lecture reading) that is appropriate for LEP students. B. Help identify appropriate materials (i.e., bilingual vs. ESL; printed vs. audio-visual) needed for LEP students. C. Help identify appropriate testing techniques (i.e., oral, written) needed for LEP students. D. Help identify special individual problems (i.e., pronunciation, literacy) that need to be addressed for LEP students. E. Help identify what skill areas need to be stressed. F. Help identify additional support services and resources (i.e., bilingual tutors, vocational English-as-a-second language, bilingual instructional materials) needed for instructional planning for LEP students. G. Help identify appropriate instructional techniques (i.e., individualized, group) needed to adequately serve LEP students. H. Help identify which programmatic approach is best suited both to the target LEP population and to available resources. I. Help develop learner profiles for LEP students. J. Help develop individualized vocational plans for LEP students.	References: Albright, L., Fabac, J., and Evans, R. N. Preparing an Individualized Vocational Plan. Champaign: University of Illinois, Bureau of Educational Research, 1978. Albright, L., Fabac, J., and Evans, R. M. Strategies for Assessing the Student's Present Level(s) of Performance. Champaign: University of Illinois, Bureau of Educational Research, 1978. Bilingual Vocational Edution Project. Vocational Education for the Limited English Speaking: A Handbook for Administrators. Arlington Heights, IL: Jeanne Lopez-Valadez, February, 1979. Bradley, C. H., and Friedenberg, J.E. Foundations and Strategies in Bilingual Vocational Education: A Handbook for Vocational and Technical Education Personnel. Miami Florida International University, Bilingual Vocational Instructor Training Program, July, 1982. Limited English Proficiency Students in Vocational Education: A Handbook for Vocational Educators. Champaign: University of Illinois, Department of Vocational and Technical Education, July, 1982.

SUGGESTED USES OF ASSESSMENT INFORMATION: Evaluating Student's Progress	Resources
A. Help identify LEP student's progress before vocational instruction has started (pre-assessment). B. Help identify LEP student's progress after vocational instruction has been completed (post-assessment).	References: Albright, L., Fabac, J., and Evans, R. N. Strategies for Assessing the Student's Present Level(s) of Performance. Champaign: University of Illinois, Bureau of Educational Research, 1978. Bradley, C. H., and Friedenberg, J. E. Foundations and Strategies in Bilingual Vocational Education: A Handbook for Vocational and Technical Education Personnel. Miami: Florida International University, Bilingual Vocational Instructor Training Program, July, 1982.

SUGGESTED USES OF ASSESSMENT INFORMATION: Administrative Planning	Resource
A. Help identify the needs for additional support services and resources (i.e., bilingual tutors, vocational English-as-a-second language, bilingual instructional materials) needed to adequately serve LEP students. B. Help estimate and allocate program resources (i.e., support services, instructional materials) required to fully serve LEP students. C. Help plan budgets. D. Help identify staff development (in-service training) needed to adequately serve LEP students. E. Help identify additional supportive staff (i.e., bilingual aides, bilingual counselors) needed to serve LEP students. F. Help plan for future program development for LEP students.	References: Bilingual Vocational Education Project. Vocational Education for the Limited English Speaking: A Handbook for Administrators. Arlington Heights, IL: Jeanne Lopez-Valadez, February, 1979. Limited English Proficiency Students in Vocational Education: A Handbook for Vocational Educators. Champaign: University of Illinois, Department of Vocational and Technical Education, July, 1982. Serving Limited English Proficiency Students in Vocational Education: Inservice Resource Guide. Champaign: University of Illinois, Department of Vocational and Technical Education, July, 1982.

CONCLUSION STATEMENT

It is not enough that vocational educators become increasingly responsive to limited English proficiency populations solely on the basis of compliance and accountability. The collection and interpretation of identification and assessment data are vital to planning and delivering all vocational education programs, and especially for English proficiency students. Planning and administering vocational education programs for limited English proficiency learners require accepting them as individuals, recognizing their limitations and potential, understanding their unique needs, knowing how to make programs responsive to their needs, and making an extra effort to encourage their full participation in vocational education programs.

RESOURCE DOCUMENTS

RESOURCE DOCUMENT #1

Public School Bilingual Census

PUBLIC SCHOOL BILINGUAL CENSUS 1980-81

PURPOSE OF THE BILINGUAL CENSUS: The purpose of the Bilingual Census is to determine the number of students with a non-English background (i.e., recorded in Column A) and to determine the number of students eligible for bilingual education (i.e., recorded in Column B).

INSTRUCTIONS: Detailed definitions and instructions for completion of this census are on reverse side.

Dates and submission instructions:

February 2, 1981 - Date of Census Count
February 16, 1981 - Due to Regional Superintendent
March 2, 1981 - Due to Illinois State Board of Education

Yellow Copy - Principal
Green Copy - Superintendent
Pink Copy - Regional Superintendent
White Copy - Illinois State Board of Education

Complete this section only if label in upper right corner is incorrect or absent.

ATTENDANCE CENTER NAME

NAME OF PRINCIPAL

ADDRESS (Street, City, Zip Code)

COUNTY

DISTRICT NAME

DISTRICT NUMBER

NAME OF PERSON COMPLETING REPORT

☐ Check this box if there are no students within this attendance center with a non-English background. If this box is checked, the form is completed except for signatures required at the bottom of the page.

	LANGUAGE GROUP	COLUMN A	COLUMN B	COLUMN C		LANGUAGE GROUP	COLUMN A	COLUMN B	COLUMN C
042	Albanian				053	Panjabi			
010	Arabic				009	Pilipino (Tagalog)***			
026	Armenian				004	Polish			
025	Assyrian				023	Portuguese			
073	Cambodian (Khmer)				027	Romanian			
021	Cantonese (Chinese)*				035	Russian			
030	Mandarin (Chinese)*				007	Serbian/Croatian			
049	Creole				045	Slovak			
020	Czech (Bohemian)				001	Spanish			
031	Farsi (Persian/Iranian)				024	Swedish			
012	French**				047	Taiwanese (Formosan)			
005	German				086	Telugu			
002	Greek				022	Thai			
037	Gujarati				032	Turkish			
029	Hebrew				018	Ukranian			
014	Hindi (Hindustani)				033	Urdu			
068	Hmong				034	Vietnamese			
019	Hungarian					Other (specify)			
003	Italian								
054	Jamaican								
011	Japanese								
008	Korean								
074	Lao (Laotian)								
038	Latvian								
017	Lithuanian								
060	Malayalam								
040	Norwegian					TOTAL COLUMN			

* *Other Chinese dialects should be listed separately under "Others". Please specify the dialect.*
** *French should include students of French speaking Africa, Canada and Haiti.*
*** *Pilipino is the official language of the Philippines.*

I certify the data contained in this Census Report are complete and accurate to the best of my knowledge and belief.

Date *Signature of Principal* *Date* *Signature of District Superintendent*

ISBE 47.06 (9-80)

ILLINOIS STATE BOARD OF EDUCATION
Department of Planning, Research and Evaluation
Research and Statistics Section
100 North First Street
Springfield, Illinois 62777
PHONE: 217/782-3950 (Collect)

ILLINOIS STATE BOARD OF EDUCATION
Bilingual Education Section
188 West Randolph, Room 1400
Chicago, Illinois 60601

APPLICATION FOR TRANSITIONAL BILINGUAL EDUCATION PROGRAM
1982 - 1983

INSTRUCTIONS: This application must be submitted by each school district enrolling 20 or more students of limited English proficiency in any attendance center. Students of limited English proficiency are defined as those students reported in column 8 of the Public School Bilingual Census (Form ISBE 87-06). The completed application, including a copy of the District Procedure for Identifying Students of Limited English Proficiency should be forwarded to the above address by May 1, 1982.

NAME OF SCHOOL DISTRICT	SCHOOL DISTRICT NUMBER
NAME OF TRANSITIONAL BILINGUAL EDUCATION PROGRAM DIRECTOR	TELEPHONE NUMBER
NAME OF PERSON AUTHORIZED TO RECOMMEND BUDGET AMENDMENTS TO THE ILLINOIS STATE BOARD OF EDUCATION IF OTHER THAN THE SUPERINTENDENT	TELEPHONE NUMBER

DISTRICT PERSONNEL SUMMARY

INSTRUCTIONS: Fill in the appropriate boxes indicating the number of personnel in each category and the revenue source.

PERSONNEL DESCRIPTION	REVENUE SOURCE			
	LEA	STATE	FEDERAL	OTHER
Bilingual Teacher				
ESL Teacher				
Bilingual Coordinator				
Bilingual Teacher Aide				
Bilingual Curriculum Aide (grades 7-12)				
Bilingual School-Community Representative				
Bilingual Auxiliary Staff (specify)				
Other (specify)				

Approval by Bilingual Parent Advisory Committee

I certify that the Bilingual Parent Advisory Committee has had an opportunity to review this Application for a Transitional Bilingual Education Program.

Date *Signature of Bilingual Parent Advisory Committee President*

Name (Type or Print)

Address

(City) *(Zip)*

DISTRICT PROCEDURE FOR IDENTIFYING STUDENTS OF LIMITED ENGLISH PROFICIENCY (Attach to Application)

This procedure is used to complete the Public School Bilingual Census (PSBC) which is conducted in February.

The procedure must minimally be comprised of:

1) a description of the district procedure for the identification of students with a non-English background specifying the instruments or other strategies used including the individual(s) responsible for implementing the procedure and the training to be received by the person(s) who will perform the identification,

2) a description of the district procedures for evaluating the English proficiency of students whose first, or native language, is English, specifying the instruments and/or procedures to be used including the person(s) responsible for the English proficiency evaluation and the time the evaluation will occur and

3) the average English language proficiency, performance, or achievement level by grade or age equivalent for students whose first, or native, language is English.

Once the testing instruments have been administered to all students, a comparison is made between the English language proficiency level for native-English speakers and students for whom English is not the native language. A student is eligible for the program when he/she achieves below the average of students for whom English is the native language at the same grade or age equivalent.

ATTENDANCE CENTER PROGRAM SUMMARY BY LANGUAGE GROUP

LANGUAGE GROUP SERVED	ATTENDANCE CENTER OPERATING PROGRAM								Number of students reported for this language group in Column 8 on Public School Bilingual Census					(X)
Grade or Grade Equivalent	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Projected Enrollment														(Y)

(Z)

NUMBER OF STUDENTS FOR WHOM WAIVER OF PROGRAM PARTICIPATION IS REQUESTED . . . . . _____

If twenty (20) or more students are reported on the Public School Bilingual Census (Form ISBE 87-06) for this attendance center and language group and not all of these students would be served in this program, a request to waive the requirement for program participation must be attached to this application for each student who would not be enrolled. The request must describe the results of the needs assessment that was performed and describe the instructional program which would be provided in lieu of transitional bilingual education.

The number of students reported in Column (X) on the Public School Bilingual Census (i.e., X) minus the projected total program enrollment (i.e., Y) should equal total number of students for whom a waiver of program participation is requested (i.e., Z). If this is not the case, an explanation of the discrepancy must be attached to the application.

NUMBER OF BILINGUAL PERSONNEL TO BE ASSIGNED TO THIS ATTENDANCE CENTER

TEACHERS	TEACHER AIDES	COUNSELORS	OTHER (specify)	TOTAL

DEFINITIONS

1. DISTRICT ASSESSMENT PROCEDURE - The district assessment procedure must be comprised of:

   a) a description of the district procedure for the identification of students with a non-English background specifying the instruments or other assessment strategies used including the individual(s) responsible for implementing the procedure and the training to be received by the person(s) who will perform the identification;

   b) a description of the district procedures for evaluating the English proficiency of students whose first, or native language, is English, specifying the instruments and/or procedures to be used including the person(s) responsible for the English proficiency evaluation and the time the evaluation will occur; and

   c) the average English language proficiency, performance, or achievement level by grade or age equivalent for students whose first, or native, language is English.

2. STUDENT WITH A NON-ENGLISH BACKGROUND - Student who understands or speaks a language other than English which is learned from his/her family background; or student with a family background where a language other than English is spoken in the home.

3. STUDENTS WITH A NON-ENGLISH BACKGROUND WHOSE PROFICIENCY LEVEL IS BELOW AVERAGE - A student with a non-English background (as defined in (2) above) whose aural comprehension, speaking, reading or writing proficiency in English--as determined by district personnel in accordance with the district's assessment procedure--is <u>below</u> the average English proficiency level of students of the same age and/or grade whose first, or native language, is English.

DIRECTIONS FOR COMPILING CENSUS COUNT

1. The district superintendent and attendance center principal are responsible for insuring the completion and submission of the Bilingual Census form (ISBE 87-06).

2. The census must be conducted by a person(s) who has received training in applying the District Assessment Procedure.

3. Students who come from homes where 2 or more languages other than English are spoken should be reported under their predominant non-English language group.

4. Pre-kindergarten students are <u>not</u> to be included in the census count reported on form (ISBE 87-06).

5. Students with a non-English background who are already being served by a special program (e.g., Title I, Special Education, etc.) are to be included in the census count reported on form (ISBE 87-06).

6. Only those students attending classes at the attendance center identified on the form are to be reported in the census count for that attendance center.

7. The bilingual census is not a nationality nor a surname report and students should be reported exclusively on the basis of their language background.

8. If assistance is needed in determining the student's English proficiency level, the district should engage the help and cooperation of all agencies, organizations and community groups (e.g., Bilingual Section of the Illinois State Board of Education) having access to or information about children residing in the district and possessing limited proficiency in English.

INSTRUCTIONS FOR COMPLETING AND SUBMITTING FORM

1. Column A - Record in column A by language group the number of students with a non-English background (see definition # 2) who are attending classes at the attendance center.

2. Column B - Record in column B by language group the number of those students reported in column A whose English proficiency level is below average (see definition # 3).

3. Column C - Record in column C by language group the number of those students reported in column A whose English proficiency level is equal to or above average.

4. Verify that column A equals column B plus column C (i.e., A = B + C) for each language group listed on form (ISBE 87-06).

5. The census count is to be conducted as of February 2, 1981. Upon completion of the form, the principal should retain the yellow copy and forward the white, pink and green copies to the district superintendent. The district superintendent should retain the green copy and forward the pink and white copies to the regional superintendent by February 16, 1981. The regional superintendent should forward the white copy for each attendance center in his/her region to the Illinois State Board of Education, Research and Statistics Secion, by no later than March 2, 1981.

RESOURCE DOCUMENT #2a

Summary Report on Student's Cumulative Record

Student _____ Vocational Program _____

Date of Review _____

I. Category A Information

Student Address:

Parent Names and Address:

Educational Progress Data:

II. Category B Information

Medical Data:

Results:

Impressions:

Language/Achievement/Aptitude/Interest Test Data:

Results:

Impressions:

Other:

Source: Evans, R.N., Albright, L. & Fabac, J. Strategies for Assessing the Student's Present Level(s) of Performance. Urbana-Champaign, Illinois: University of Illinois, Bureau of Educational Research, 1978.

RESOURCE DOCUMENT #2b

Black Hawk College
Indochinese Project
Rev. Jan. 1982

Intake Date: _____

U.S. Entry Date: _____

INTAKE/ASSESSMENT

Name: _____ Phone:# _____

Address: _____ City: _____

S.S.#: _____ IDPA#: _____ I-94#: _____

Birthday: _____ Age___ Sex: M F Nationality _____

Marital Status _____ Sponsor _____ Phone #: _____

T.B. Test _____ Yes ___ No Result _____ Physical ____Yes ___No, App't____

LANGUAGE BACKGROUND

	Speak	Read		Speak	Read
English			Mien		
Spanish			Hmong		
French			Thai		
Vietnamese			Cambodian		
Lao			Chinese		

EDUCATION/WORK BACKGROUND

Years of Education _____ Technical Training _____

Work Experience _____

_____

TEST RESULTS

Oral English	ESLOA						
	Test	Date	Level	Test	Date	Level	
Reading/Comp.	WRAT			BOTEL			
		Date		Test	Date		
Vocational				WRAT MATH			
	Test	Date	Results	Test	Date	Level	

Name: _____

EMPLOYABILITY PLAN

	Planned Start Date	End Date	Comments:
Basic Skills _____			
ESL 100 _____ 200 _____			
ESL 300 _____ 400 _____			
ABE/MATH _____			
Drived Ed. CT. _____ BTW			
Vocational _____			
Work Orien. _____			
Job Search _____			
Job Placement _____			
Job Counseling _____			

Cultural Background

_____

_____

_____

_____

_____

_____

_____

_____

_____

Work History: Name: _____

1. _____ from _____ to _____

at _____

starting salary _____ later salary _____

Reason for leaving _____

2. _____ from _____ to _____

at _____

starting salary _____ later salary _____

Reason for leaving _____

3. _____ from _____ to _____

at _____

starting salary _____ later salary _____

Reason for leaving _____

4. _____ from _____ to _____

at _____

starting salary _____ later salary _____

Reason for leaving _____

Additional information: _____

_____

_____

_____

Follow-up: _____

_____

Name: _____

Up grading: _____

_____

_____

_____

_____

FAMILY:

Name:	D.O.B.	I-94#	S.S. #

Counseling Report:

_____

_____

_____

_____

_____

_____

_____

RESOURCE DOCUMENT #2c

Summary Report on Student's Cumulative Record

NAME _____ I.D. _____ DIV. _____
Last First

ADDRESS _____ ZIP _____ APT. _____

TELEPHONE NO. _____ EMERGENCY NO. _____

BIRTHDAY _____ COUNTRY BORN _____
Month Day Year

DATE OF ENTRY OF SENN _____ DATE OF ENTRY USA _____
Month Day Year Month Day Year

I 94 A -

_____ Sex M F

ETHNIC CODE: White Non/Hispanic

Asian: CHINESE

INDO-CHINESE

KOREAN

Hispanic: CUBAN

PUERTO RICAN

MEXICAN

SOUTH AMERICAN

OTHER

SCHOOL LAST ATTENDED: _____ COUNTRY _____

FATHER'S NAME _____ MOTHER'S NAME _____

WORK PHONE NO. _____ WORK PHONE NO. _____

YEARS IN BILINGUAL PROGRAM _____ LEVEL & CATEGORY _____

COMMENTS:

NAME _____ I.D. _____ DIV. _____
Last First

1st year 19 ___

MAJOR _____

_____

_____

_____

MINOR _____

_____

_____

SUMMER SCHOOL
or 5th MAJOR _____

2nd year 19 ___

MAJOR _____

_____

_____

_____

MINOR _____

_____

_____

SUMMER SCHOOL
or 5th MAJOR _____

* * * *

NAME _____ I.D. _____ DIV. _____

CURRENT PROGRAM

PERIOD	SUBJECT	ROOM	TEACHER
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

Source: Senn High School
Chicago, Illinois

RESOURCE DOCUMENT #2d

Summary Report on Student's Cumulative Record

I. STUDENT PERSONAL INFORMATION

1) Student Name _____

2) Student Address _____

3) Student phone No. ( ) _____

4) Nearest relative in case of emergency _____

_____

II. GENERAL STUDENT ASSESSMENT INFORMATION

1) Date of entrance _____ Date Leaving _____

_____ _____

_____ _____

2) Number of years of education in Native Country _____ years.

3) Time in the United States _____years _____ months.

4) Specialized training in Native Country or U.S. _____

_____

5) Language used at home _____

III. SPECIFIC ASSESSMENT INFORMATION

	Pre-test (score)	Date	Post-test (score)	Date
1) Oral-Aural	_____	____	_____	____
	_____	____	_____	____
	_____	____	_____	____
2) Structure (grammar Test	_____	____	_____	____
	_____	____	_____	____
	_____	____	_____	____
3) Reading Test	_____	____	_____	____
	_____	____	_____	____
	_____	____	_____	____

4) Writing _____ _____ _____ _____

_____ _____ _____ _____

_____ _____ _____ _____

5) Native Language Proficiency:

Reading _____ Date _____

Writing _____ Date _____

*IV. PLACEMENT RECOMMENDATION

_____Level Date _____

_____Level Date _____

_____Level Date _____

_____

*Must be part of permanent record.

Source: Northwest Educational Cooperative (NEC)
Arlington Heights, Illinois

RESOURCE DOCUMENT #3a

HOME LANGUAGE SURVEY

Dear Parent,

Your child may be eligible for a bilingual instructional program under the Washington State Bilingual Law. It is important for the school district to determine which children come from homes where the primary language is other than English. This information is essential for schools to provide proper instruction for students. Your co-operation in helping us meet this important requirement is requested.

Thank you for your help.

Sincerely,

Superintendent or Principal

. . . . . .

_____
Date

Please answer the following questions and have your son/daughter return this form to his/her teacher. Thank you for your help.

Name of Student _____
(Last) (First) (Middle)

Grade _____ Age _____

1. What is the language most often spoken in the home? _____

2. What is the language most often spoken by the student when communicating in the home? _____

3. How well does the student understand and speak English in comparison to the home language? (Check one)

   a. The student speaks no English. _____

   b. The student speaks the home language better than English. _____

4. In your opinion does your child need special help to function in an English-only classroom? ____ yes ____ no

_____
Signature of Parent or Guardian

RESOURCE DOCUMENT #3a

Estudio Del Idioma En Casa

Queridos Padres:

Su niño tal vez es elegible para recibir un programa de instrucción bilingüe según la ley bilingüe del estado de Wáshington. Es importante que su distrito escolar determine cuales niños vienen de hogares donde el idioma principal no es inglés. Esta información es necesaria para que las escuelas puedan ofrecer la mejor instrucción posible para los aiumnos. Agradecemos su co-operación en ayudarnos en este requisito tan importante.

Muchísimas gracias por su ayuda.

Sinceramente,

Superintendente o Director de la Escuela

. . . . . .

_____
Fecha

Favor de contestar las siguientes preguntas y dirija a su niño(s) que entregue(n) este cuestionario a su maestro. Gracias por su ayuda.

Nombre de Alumno _____
(Apellido) (Primer Nombre) (Segundo)

Grado _____ Edad _____

1. ¿Cúal es el idioma más frecuentemente hablado en casa? _____

2. ¿Cúal es el idioma más frecuentemente hablado por el alumno cuando se comunica en casa? _____

3. ¿Qué tan bien entiende y habla el inglés el alumno al comparar el idioma usado en casa? (indique una respuesta)

   a. El alumno habla inglés. _____

   b. El alumno habla el idioma en casa mejor que el inglés. _____

4. En su opinión ¿ es el caso que su niño necesita ayuda especial para funcionar en un salón escolar donde solamente se habla inglés? _____ si _____ no

_____
Firma de Padres o Guardián

RESOURCE DOCUMENT #3a Korean

가 정 언 어 조 사 서

학부형 귀하.

워싱톤주 이중언어법에 의해 귀하분들의 자녀는 이중언어 교육을 받을 수 있읍니다. 학교 당국이 여러분의 자녀가 가정에서 영어외 주로 어떤나라말을 사용하는 가를 알아내는 것은 중요한 일입니다. 이자료가 학교 당국으로 하여금 학생들에게 적당한 교육을 시키는 중요한 자료가 되는 것입니다. 이목적을 달성하기 위하여 다음과같이 여러분의 협조를 필요로 합니다.

학구청장 또 교장

.....

남자 _____

다음과 항목의 질문에 답하신후 학생들의 선생님께 돌려주시기 바랍니다. 여러분의 협조에 대단히 감사합니다.

학생이름 _____ 학년 _____ 년령 _____
성 명

1. 가정에서 가장많이쓰는 언어는? _____
2. 가정에서 학생이 주로 사용하는 언어는? _____
3. 모국어에 비해 귀댁의 자녀는 영어를 어느 정도 이해하며 사용하는 편입니까? (둘중에 하나 동그라미하시오.)

   ㄱ. 영어회화를 전혀 못함.
   ㄴ. 모국어를 영어보다 잘하는 편임. _____

4. 귀하께서는 귀댁의 자녀가 영어만을 사용 하는 학교생활을 유지해 나가기 위해서 특별한 도움이 필요하다고 생각합니까? 네 _____ 아니오 _____

_____
학부형 (보호자) 서명

Samoan Version

RESOURCE DOCUMENT #3a
TUUFAATASIGA ITULAU VAEGA B
HOME LANGUAGE SURVEY
FIA-MAUA GAGANA FAA-LE-ATUNUU

Mo Matua,

O lou alo masalo o le a agavaa ona au ai i le Polokarama aoaoga Gagana-e-lua e tusa ai ma le Tulafono Gagana-e-lua o le Sitete o Washington. E matuai taua tele mo le vaega-o-aoga a le fagaloa ona iloilo pe toafia tamaiti e-o-mai mai aiga ua mua'i i ai gagana faa-le-atunuu e ese mai i loo le faa-Peretania. O lenei famatalaga fiamaua e moomia mo aoga ina ia vaevae sao i ai le aoaoina mo tamaiti-aoga. O lou lagolagoina i le fesoasoani i ai matou e maua ai-le-tasi i lenei vaega taua ua faatalosagaina.

Faafetai mo lou fesoasoani.

Oute tumau i le faamaoni,

Puleaoao-o-aoga pe o le Puleaoga

_____
Aso

Faamolemole tali o fesili le na i lalo ma aumai loa ma faafoi lenei pepa e lou atalii/afafine i lana ia faiaoga. Faafetai tele mo lou fesoasoani.

Igoa o le Tamaititi-aoga_____
(Igoa-mulimuli) (Muamua) (Ogatotonu)

Vasega_____ Tausaga_____

1. O le a le gagana lea o loo tautala ai pea i le aiga? _____

2. O le a le gagana o loo tautalaina pea e le tamaititi-aoga pe a fetalai i le aiga? _____

3. E faapefea le lelei o le malamalama ma le tautala faa-Peretania a le tamaititi aoga e faatusaina i le gagana faa-Samoa? (Faailoga ifo se tasi i lalo)

   a. O le tamaititi-aoga e matuai le silafia lava se faa-Peretania._____

   b. O le tamaititi-aoga e sili atu ona tautala lelei i le faa-Samoa i loo le faa-Peretania._____

4. I lou lava iloa mate o lau tama e moomia se fesoasoani faapitoa ina ia atoatoa le lelei i le vasega faa-peretania? _____ Ioe _____ Leai

_____
Suafa Sainia o Matua pe o Matuatausi

RESOURCE DOCUMENT #3a

家庭に於ける言語調査

Japanese

御父兄各位

あなたのお子さんはワシントン州のバイリンガル法に基づく二ヶ国併用教育指示、(英語と日本語)が受けられるかも知れません。学校当局においてはどの生徒が家庭において英語以外の言語を使用しているかを知ることが重要になってきました。この情報が当局にとって適当かつ正しい教育指示を与える上において必要になってきました。この件に関しての御協力をお願い致します。

御協力有難とうございます。

学校長

(日付)_____

次の質問にお答え下さい。そして、あなたのお子さんに この用紙を担任の先生まで提出させて下さい。御協力有難とうございます。

生徒氏名 _____
(Last) (First) (Middle)

学年_____ 年令_____

1. 家庭においてどちらの言語がよく使用されますか。_____
2. 家庭において生徒が意思伝達の際に使うのはどちらの言語ですか。_____
3. 家庭で使用される言語と比較して、あなたのお子さんはどの程度英語を理解し、話すことができますか。(どちらかに印を付けて下さい。)
   a. ぜんぜん英語を話しません。_____
   b. 英語よりも家庭で使用する言語の方をよく話します。_____
4. あなたの意見では、あなたのお子さんは英語のみで授業されるクラスにおいて特別の援助がいりますか。(はい)___ (いいえ)___

_____
保護者氏名(Signature)

本地語言調查

親愛的家長們

你的孩子可能有資格接受華盛頓州法中的双種語言教學課程對學區當局來說 時知道誰是說非以英語為主要的家庭而來往為重要. 此調查為使學校能提供对學生作適當教育不可或缺的. 今特煩閣下的協助以應這重要的需要

謝謝你們的協助

上.

學區長或校長

日期

請填寫下列諸問題 交孩子帶回級任老師. 謝謝你的幫助

學生姓名 _____
姓 名

年級 _____ 年齡 _____

1. 家中最常用的語言是那一種? _____
2. 學長在家中交談時最常用的語言是何? _____
3. 與自己方言比較 學生對英語的瞭解及講說情況如何? (任選一項)

   a. 學生不會說英語
   b. 學生說本地語言較英語為好.

4. 以你的意見你的孩子在僅以英語教學的教室中是否要特別的幫助才可同一進度? 是 ____ 不是 ____

97 家長簽名

RESOURCE DOCUMENT #3a

PHỤ BẢN B

TÌM HIỂU VỀ NGÔN NGỮ CHÍNH CỦA HỌC SINH

Kính thưa Quý Vị Phụ Huynh:

Con em quý vị có thể hội đủ điều kiện tham gia chương-trình giáo-dục song ngữ, theo luật lệ hiện hành của Tiểu-bang Washington. Cơ sở giáo dục địa phương rất cần được biết học sinh xử-dụng ngôn ngữ chính nào tại nhà không phải là Anh-ngữ. Việc này cần thiết để giúp nhà trường cung cấp chương-trình giáo-dục thích hợp nhất cho mỗi học sinh. Chúng tôi trông đợi sự hợp tác của quý vị phụ-huynh sẽ giúp chúng tôi đáp ứng được nhu cầu quan trọng này.

Kính bút,
Tổng Giám-đốc Học-vụ
hoặc Hiệu-trưởng

_____
Ngày, tháng, năm:

Xin quý-vị phúc đáp các câu hỏi dưới đây, và giao cho con em quý-vị đem nạp cho giáo-sư tại trường.

Tên học-sinh: _____
Họ Tên Tên đệm

Lớp: _____ Tuổi _____

1. Ngôn ngữ nào thường xuyên được xử dụng trong gia-đình _____

2. Con em quý-vị hay xử dụng ngôn ngữ nào để nói chuyện tại nhà? _____

3. Trình độ hiểu biết và diễn tả bằng tiếng Anh của con em quý-vị so với ngôn ngữ chính xử dụng thường xuyên trong gia đình như thế nào (xin gạch ô thích hợp nhất).

a. Học sinh không nói được Anh-ngữ _____

b. Học sinh nói tiếng mẹ đẻ trôi chảy hơn Anh-ngữ _____

4. Theo ý quý vị, con em quý-vị có cần được giúp đỡ đặc biệt để có thể theo học trong một lớp giảng dạy toàn bằng Anh-ngữ không?

Cần _____ Không cần _____

_____
Chữ ký của phụ huynh

Source: Superintendent of Public Instruction
Tumwater, Washington

RESOURCE DOCUMENT #3b

Sample Instrument for Identifying LEP Students

SAMPLE INSTRUMENT for identifying limited English proficiency students. This instrument is provided as an example of the format that can be used to help identify students of limited English ability. The responsibility for identifying these students lies with the local district. The process that is used must be documented and kept on file. This instrument can be used by having the respondents answer the questions orally or in writing, whichever is more appropriate under given situations.

	English	Other (Specify)
A. PARENTS: Information that can be provided by parents or guardian.		
1. What language is used more often at home?	_____	_____
2. What was first language learned by your child?	_____	_____
3. What language does your child prefer?	_____	_____
B. SCHOOL: Information that can be provided by teachers.		
1. When asked questions in class, this student understands best in what language?	_____	_____
2. What language does the student use with his friends?	_____	_____
3. When spoken to in English, the student responds in	_____	_____
4. When spoken to in his home language, the student responds in	_____	_____
C. STUDENT: Information that can be provided by students.		
1. In what language would you rather answer these questions?	_____	_____
2. What language do you use most often with your friends?	_____	_____
3. What language did you learn first?	_____	_____
4. What is your last name?		
5. Do you ride or walk to school?		
6. Who is the oldest person in your family?		
7. Is your teacher a man or a woman?		

8. What grade were you in last year?
9. Is this a pen or a pencil? (Hold up the object)
10. Are you telling me the answers or are you writing them?
11. Are you in front or behind me?
12. Today is Saturday, isn't it?
13. Raise one of your hands.
14. Do you hear with your eyes or your ears?
15. How old are you?
16. Which animal flies, a bird or a rabbit?
17. Is it warm or cold in the summer?
18. Are you sitting or standing?

D. Standardized Test Information

1. Type of test used:_____
2. General test results:_____
3. Date(s) when test was taken:_____

Source: N.M. Department of Education
Santa Fe, New Mexico

RESOURCE DOCUMENT #4a

Limited English Proficiency (LEP) Learner Characteristics Rating Scale

Directions: Select and Observe a learner that appears to be LEP. Then rate each criterion to indicate the amount of influence on success in the vocational program. Circle a number for each criterion according to the following:

1 = disadvantage that interferes with success in vocational program
2 = disadvantage that does not prevent success in vocational program
3 = not applicable, neither a disadvantage nor a strength
4 = strength that moderately encourages success in vocational program
5 = strength that promotes success in vocational program

Additional comments may be written at the end of the rating scale.

ACADEMIC	Disadvantage			Strength	
READING (Reading ability and formal vocabulary)					
1. Reading vocabulary	1	2	3	4	5
2. Reading speed	1	2	3	4	5
3. Comprehension of written lesson/assignment	1	2	3	4	5
4. Understanding of lesson vocabulary definitions	1	2	3	4	5
5. Grade level of reading	1	2	3	4	5
WRITING (Written communication)					
1. Expression of throughts in writing	1	2	3	4	5
2. Construction of a sentence	1	2	3	4	5
SPEAKING (Oral communication)					
1. Pronunciation of words	1	2	3	4	5
2. Length of responses to questions	1	2	3	4	5
3. Willingness to speak	1	2	3	4	5
4. Use of formal language	1	2	3	4	5
5. Transition from native language to English	1	2	3	4	5
6. Listening/comprehension	1	2	3	4	5

COMPUTING (Mathematical skills)						
1.	Recognition of mathematical symbols	1	2	3	4	5
2.	Comprehension of computational comments	1	2	3	4	5
3.	Performance of simple math	1	2	3	4	5
4.	Application of mathematical formulas to classroom vocational problems	1	2	3	4	5
5.	Grade level of computing	1	2	3	4	5

SPECIFIC LEARNING FACTORS

ATTENDANCE (Absenteeism)						
1.	Amount of absenteeism	1	2	3	4	5
2.	Punctuality to classes	1	2	3	4	5
ATTITUDE (Learning values)						
1.	Interest in learning and school work	1	2	3	4	5
2.	Role in class	1	2	3	4	5
3.	Personality habits	1	2	3	4	5
4.	Awareness of educational procedures and opportunities	1	2	3	4	5
5.	Achievement of simple tasks	1	2	3	4	5
6.	Acceptance of responsibility	1	2	3	4	5
IMAGE (Self-image and self-concept)						
1.	Self-confidence	1	2	3	4	5
2.	Expression of feelings	1	2	3	4	5
3.	Willingness to learn	1	2	3	4	5

LEARNING STYLE (Avenues for learning)					
1. Attention span	1	2	3	4	5
2. Transfer of knowledge and skills	1	2	3	4	5
3. Responds to structure and organization	1	2	3	4	5
4. Learns through real and concrete experiences	1	2	3	4	5
5. Learns by doing	1	2	3	4	5

MANUAL DEXTERITY (Proficiency in manipulating)					
1. Coordination	1	2	3	4	5
2. Manipulation of small objects and tools	1	2	3	4	5
3. Performance of placing and turning movements	1	2	3	4	5
4. Visual and physical orientation	1	2	3	4	5

Comments: _____

Source: Gemmill, Perry R. Characteristics of Disadvantaged Learners. Department of Industrial Education, University of Maryland, 1979.

RESOURCE DOCUMENT #4b

Limited English Proficiency (LEP) Learner Description

Directions: Write a brief narrative description of a Limited English Proficiency (LEP) learner using the data collected on the LEP Learner Characteristics Rating Scale. The description should be (a) clear and concise, (b) objective, (c) verifiable through documentation, (d) free of libelous terms and (e) limited to repeatable behaviors.

Description of disadvantages: _____

_____

_____

_____

_____

_____

_____

_____

_____

Description of strengths: _____

_____

_____

_____

_____

_____

_____

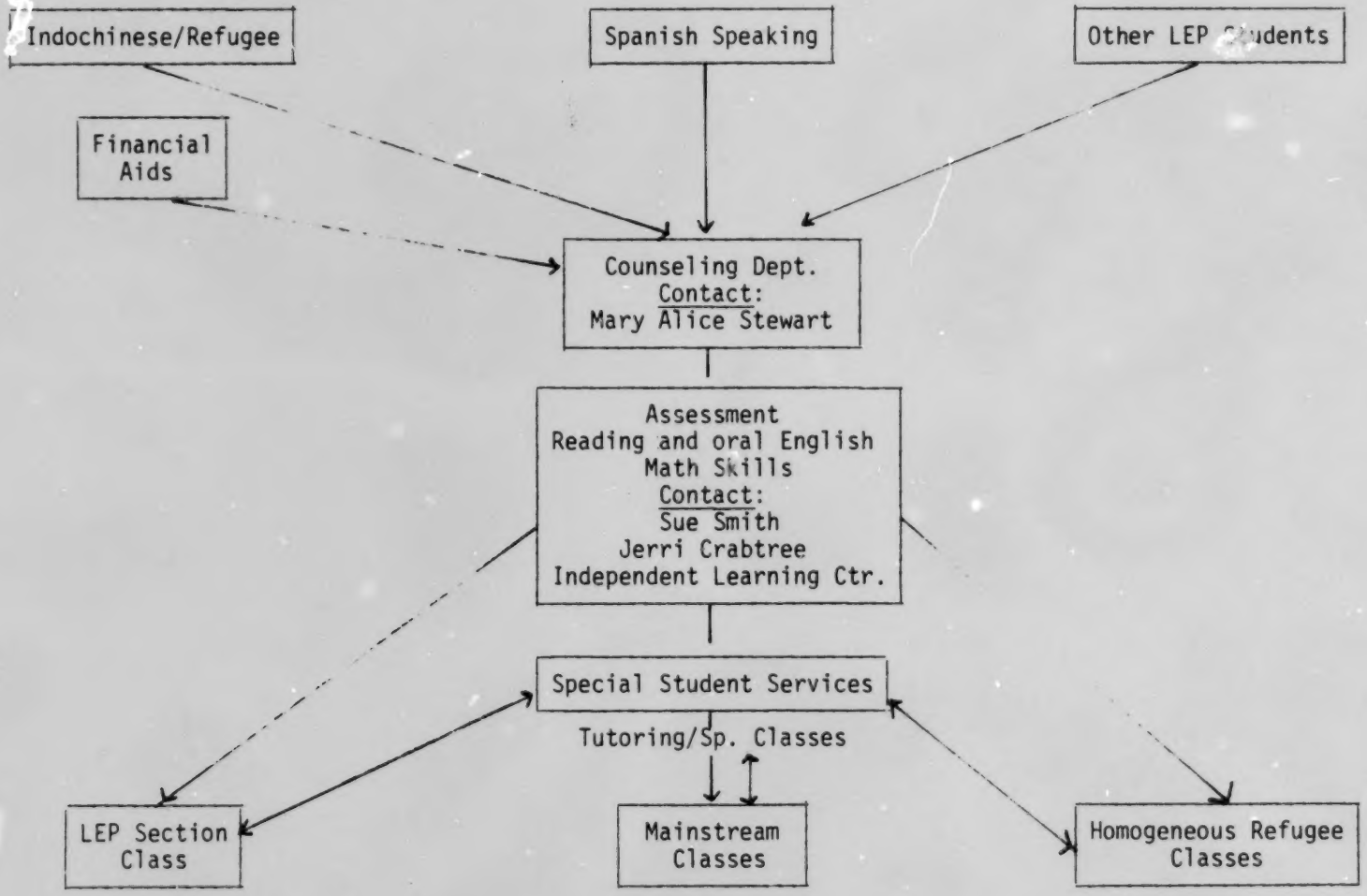
_____

_____

Source: Gemmill, Perry R. Characteristics of Disadvantaged Learners. Department of Industrial Education, University of Maryland, 1979.

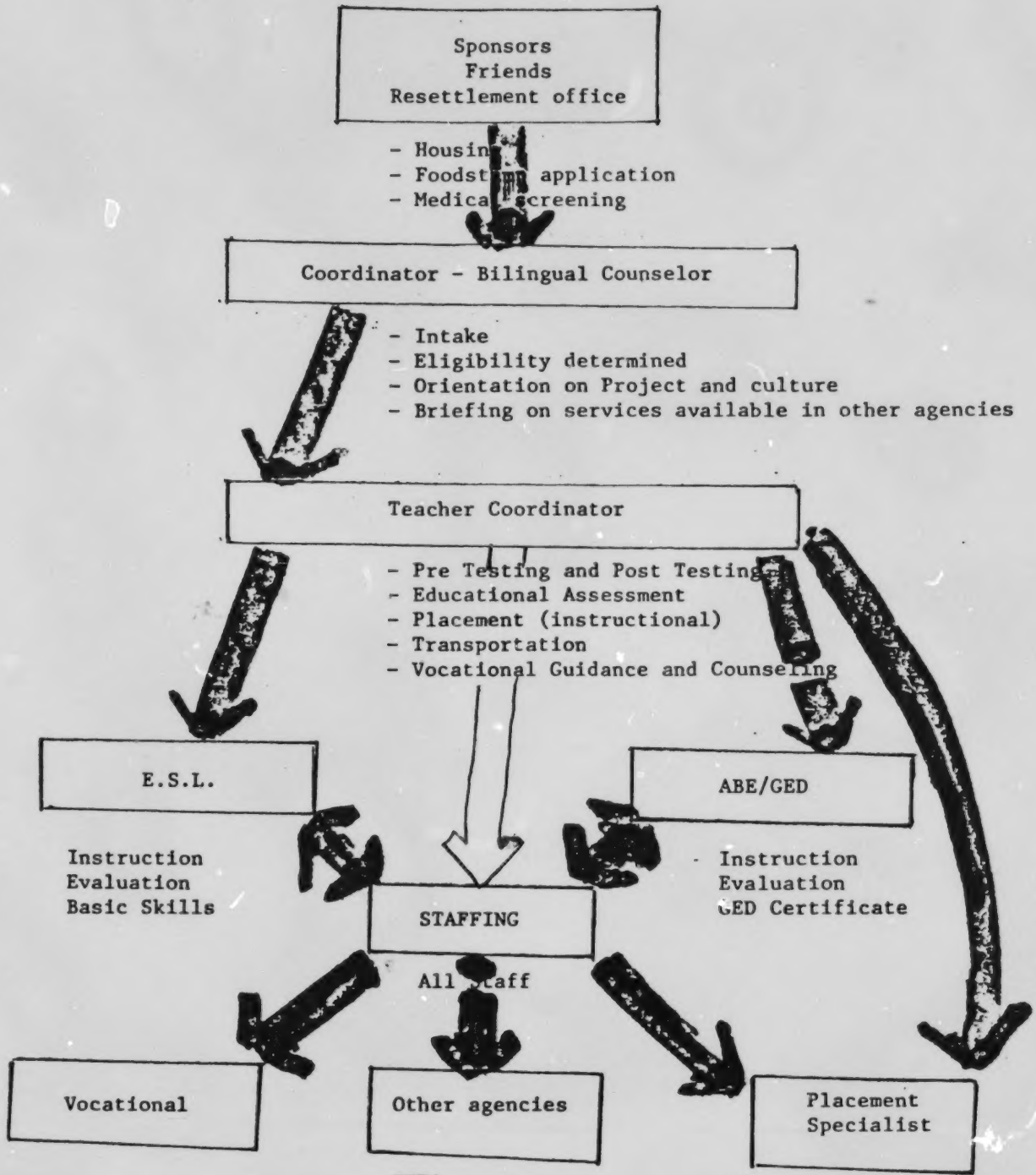
RESOURCE DOCUMENT #5a

Referral System -- LEP Students
Identification by Computer of:



Source: Black Hawk College
Moline, Illinois

RESOURCE DOCUMENT #5b
INTAKE ASSESSMENT AND REFERRAL
(10 weeks Cycle)



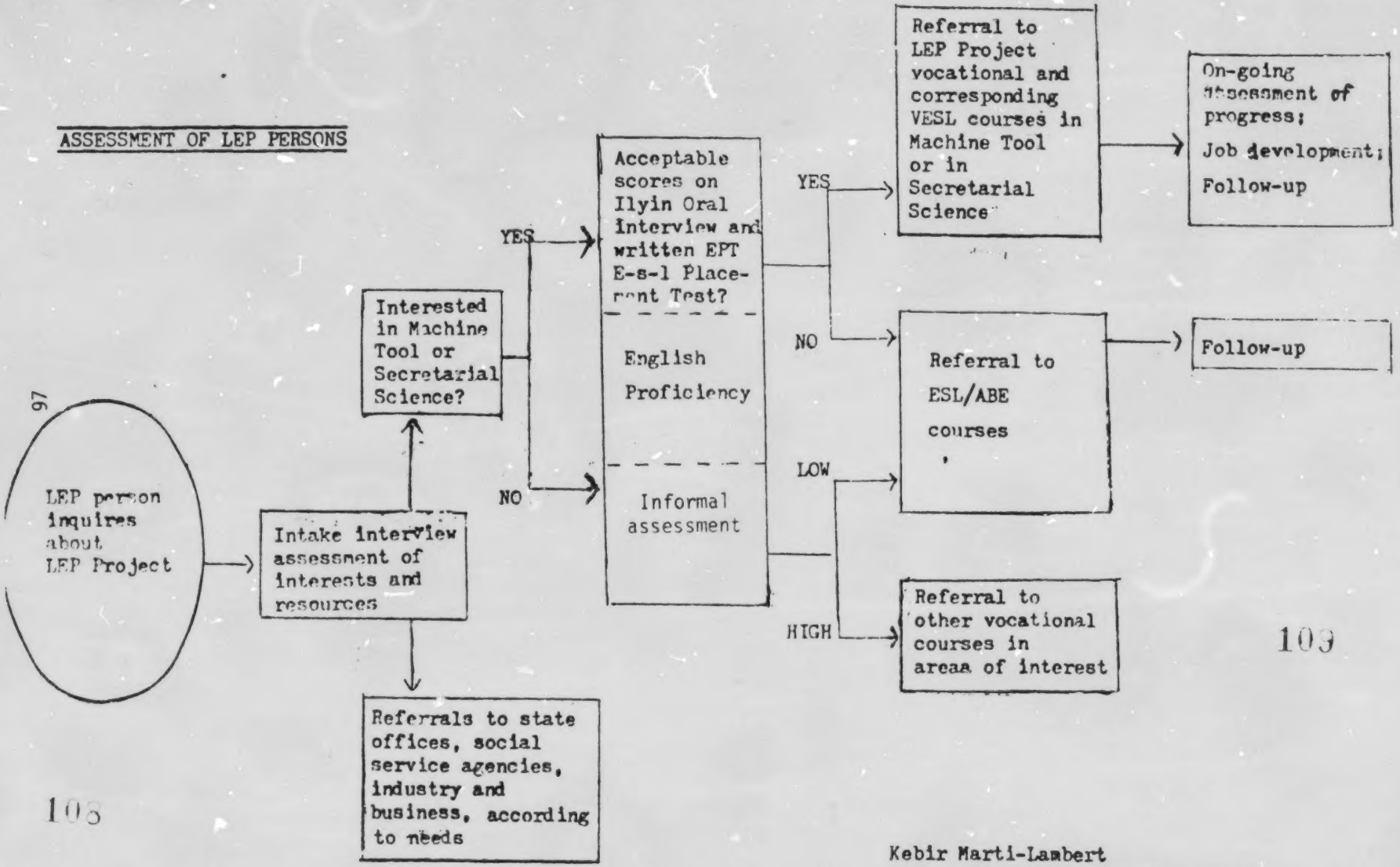
Source: Black Hawk College
Moline, Illinois

Waubonsee Community College
Sugar Grove, Illinois

RESOURCE DOCUMENT #5c

Limited English Proficiency Project for Vocational Education

ASSESSMENT OF LEP PERSONS


LEP person inquires about LEP Project
Intake interview assessment of interests and resources
Interested in Machine Tool or Secretarial Science?
Referrals to state offices, social service agencies, industry and business, according to needs
YES
NO
Acceptable scores on Ilyin Oral Interview and written EPT E-s-l Placement Test?
English Proficiency
Informal assessment
YES
NO
LOW
HIGH
Referral to LEP Project vocational and corresponding VESL courses in Machine Tool or in Secretarial Science
Referral to ESL/ABE courses
Referral to other vocational courses in areas of interest
On-going assessment of progress;
Job development;
Follow-up
Follow-up

97

103

103

Kebir Marti-Lambert
Information and Referral Person/Counselor
September 1981

RESOURCE DOCUMENT #6

Intake Assessment and Referral Process

I. Identification.

A. College application indicates non-citizen

1. Student is automatically referred to LEP advisor upon acceptance or at registration.

B. Referral to LEP advisor by agency or individual serving LEP clientle.

II. Intake/Assessment.

A. LEP advisor conducts oral interview.

1. Gathers personal information for student file (name, address, S.S. # etc...)

2. Gathers educational and language background.

3. Gathers Ethnic and cultural information.

4. Gathers Occupational/Vocational information.

5. Assesses listening and speaking skills.

6. Assesses ability to understand and follow directions.

B. LEP advisor assesses Language Ability.

1. Major launguage barriers.

a) refer to ESL Coordinator for further testing and placement.

b) prevocational VESL Placement.

2. Language barriers which might inhibit successful completion of mainstream class.

a) refer to ILC for further testing and placement in remedial English/Math.

b) refer to career exploration component.

c) refer for possible homogeneous vocational/VESL grouping.

d) refer to special student services.

1) tutoring
2) supplementary bilingual materials
3) counseling.

3. No apparent language barriers.

   a) refer to academic advisor.
   b) refer to mainstream vocational classes.
   c) refer to special student services if needed for counseling.

III. Student File.

A. Intake/Assessment form.

1. intake date and personal information (name, age, sex, DOB)
2. ethnic and cultural background.
3. language background.
4. educational background.
5. Occupational/Vocational information.
6. Disposition of referrals.
7. Name and title of contact person.

B. Medical barriers or handicaps if applicable.
(suggested that refugees be cleared by the TB clinic)

C. Testing Information.

1. English.

   a) listening
   b) speaking
   c) reading
   d) writing

2. Math.

3. Vocational Interest.

D. Placement information.

1. date and area/level placed

E. Counseling reports.

1. abilities
2. interests
3. strengths and weaknesses.

F. Assessment of possible barriers to successfull completion of Vocational Training.

G. Services received.

H. Services planned.

Source: Black Hawk College
Moline, Illinois

RESOURCE DOCUMENT #7a

PROJECT ACCESS

BILINGUAL VOCATIONAL PROGRAM
STUDENT REFERRAL FORM

STUDENT'S NAME_____

DIVISION_____

VOCATIONAL EDUC. COURSE_____

TEACHER_____

REASON FOR REFERRAL

CHECK APPROPRIATE BOX BELOW:

Student understands little or no instruction in English.

Student understands instructions but cannot respond in English to questions.

Student has difficulty with the concepts of the lessons due to language interference

Student has difficulty with the basic reading materials of the course.

Student has difficulty with the terminology of the subject matter.

Student is hesitant to participate in class activities due to language interference

Other_____

_____

_____

_____

PLEASE CIRCLE ONE OF THE FOLLOWING:

Level 1: The individual does not speak, understand, or write English but may know a few isolated words or expressions.

Level 2: The individual understands simple sentences in English, especially if spoken slowly, but does not speak English, except isolated words or expressions.

Level 3: The individual speaks and understands English with hesitancy and difficulty. With effort and help, the student can carry on a conversation in English, understand at least parts of lessons, and follow simple directions.

Level 4: The individual speaks and understands English without apparent difficulty but displays low achievement indicating some language or cultural interference with learning.

from: Project Access
Juarez High School
Chicago, IL

RESOURCE DOCUMENT #7b

Student Referral Form

Vocational Education

Student's Name:_____ Grade:_____ Date:_____

School:_____

Person Initiating the Referral:_____

Title:_____

Please Specify the Reason for this Referral:_____

_____

_____

_____

_____

_____

_____

_____

_____

Special Services Presently Received:_____

_____

Received By:_____ Title:_____ Date:_____

Action Taken:

Adapted from Evans, R. N., Albright, L. & Fabac, J. Procedures for identifying students with special needs. Urbana-Champaign, Illinois: University of Illinois, Bureau of Educational Research, 1978.

RESOURCE DOCUMENT #7c

Disadvantaged Learner Referral Form

Directions: Please complete as much of the information below as possible. Sources of information to be used in completing this form include: pupil school records, classroom observations, and individual counseling with the student.

Student Name: _____ Grade _____ Referral date_____

Address: _____ Sex _____ Birthdate_____

Age: _____

Reason for Referral Action: _____

_____

_____

PARENTS: Father's Name: _____

Address: _____ Telephone: _____

Mother's Name: _____

Address: _____ Telephone: _____

Guardian's Name: _____ Relationship: _____

Address: _____ Telephone: _____

EMPLOYMENT: Father: _____

(occupation and place of employment) Mother: _____

Guardian: _____

PARENTS CONTACTED: _____ Yes _____ No

STUDENT EMPLOYMENT GOALS: _____

_____

SPECIAL SERVICES BEING RECEIVED: _____

_____

RECEIVED BY: _____, (Title):_____(Date):_____

ACTION TAKEN: _____

Adapted from Phelps, L. A. Instructional development for special needs learners: an inservice resource guide. Urbana-Champaign, Illinois: University of Illinois, Department of Vocational and Technical Education, 1975.

RESOURCE DOCUMENT #7d

Baltimore City Public Schools

Division for Exceptional Children

Screening Referral Form
(Confidential)

Directions: Every Section MUST be completed. Starred items may be completed by the Counselor, Social Worker, etc.

Student's Name:_____ Date of Birth:_____ Race/Sex:_____

School:_____ Grade:_____ Class: _____ Automated No: 000-_____

Homeroom Teacher's Name:_____ Room No._____

Name of Parent/Guardian:_____

Address:_____ Zip Code:_____ Phone:_____

Language spoken in home:_____

	Date	Pass/Fail
Vision:	_____	_____
Hearing:	_____	_____

Days absent: (Last year)____ (Present year)_____

Is child taking any medication? Yes____ No____ Kind:_____

Referred by (name/position)_____ Date Referred:_____

Signature of Department Head (Secondary)_____

_____

Why is this child being referred?

_____

Has the parent been notified of referral? Yes____ No ____ Date of Notification: _____

Does the parent agree? Yes____ No____

*Educational support services received? (Levels of Service I-II-III-IV-V-VI) (reading, Hi-I, math, speech and language, etc.)

Current Service(s) Dates:

Past Service(s) Dates:

*Outside agencies involved with the child:

	Worker	Phone No.
Current services data:		
Past services data:		

Form #1
Rev. 9/78

RESOURCE DOCUMENT #7d- Continued

I. Developmental/Behavioral Information
   A. Prioritize areas of concern under the multiple criteria headings.
   B. Indicate specific observed behaviors for the areas of concern.
   C. Record the current level of functioning in the areas of concern.
   D. Cover all areas of the multiple criteria and indicate the areas not applicable (NA) or where no contraindications occur.

Multiple Criteria	Observed Behavior (Attach Sheet if necessary)	Current Levels of Functioning
GENERAL HEALTH		
MOTOR		
VISUOMOTOR		
LANGUAGE		
BEHAVIOR		
SOCIAL/EMOTIONAL		
ACADEMIC		

II. Current instructional grade at which the student is functioning.

Reading_____ Math_____

III. Levels of Performance

Test information (within the last two years)

Test information (within the last six months)

*Language Assessment	Date	Results	Source of Test Information	Achievement Test	Date	Results	Source of Test Information

*See Multiple Criteria format for Language. Verbal scale intelligence test data can be recorded under the Language multiple criteria, performance scale intelligence test data can be recorded under the Motor and Visuomotor multiple criteria.

IV. Describe program materials and strategies used with the student. Indicate the most effective intervention.

V. Summarize students strengths, interests and weaknesses on which I.E.P. is to be developed.

Date Referral Received
by Chairperson
School _____
Regional _____
Central

RESOURCE DOCUMENT #7d - Continued

Descriptors

General Health: "Physical or Organic Contraindication, Hearing Acuity, Visual Acuity, Specific Psychiatric Disorders" Includes: Frequent illness, chronic health problems, seizures, congestion in nose and/or throat, general hygiene, overweight, underweight, dental problems, unusually sleepy, apathetic, frequent earaches, frequent urination, frequent requests for water, allergies, headaches, frequent falling, difficulty copying from the blackboard, complains of eyes hurting, red or runny eyes, squints, suspected color blindness, constantly watches teacher's face, speaks in abnormally loud or soft voice, etc.

Motor: "Gross Motor Skills, Fine Motor Skills, Balance and Coordination, Writing" Includes: Has difficulty cutting with scissors, folding paper, writing, appears clumsy, cannot handle self in simple physical education activities, has odd gait, poor sense of balance, poor coordination for self-help skills such as tying shoes, buttoning, etc.

Language: "Auditory Discrimination, Receptive and Expressive Language, Auditory Memory, Speech" Includes: Articulation problems, voice quality, fluency, blocks, stutters, echoes speech, distorts sounds, substitutes, garbles, unintelligible speech, participates rarely in class discussion, slow to respond to questions, difficulty "finding" words for speech, substitutes words like "thing" for nouns, difficulty discriminating between similar sounds, forgets what is heard, difficulty relating sounds to the printed letter, difficulty sequencing syllables or letters (pasghetti for spaghetti), etc.

Visual Motor: "Visual Discrimination, Receptive and Output Visuo-Motor and Visual Memory" Includes: Reverses, inverts letter and/or word order, draws backwards, makes letters and numbers backwards, difficulty tracking moving objects, slow to recognize letters as looking the same or different, poor memory for what is seen, poor eye-hand coordination, drawings are immature and lacking in detail, etc.

Behavior: "Attending Behavior, Impulse Control, Frustration, Distractibility, Thought Processes" Includes: Difficulty staying on task, must be constantly supervised and/or directed, seems preoccupied, daydreams, seldom completes tasks assigned, easily frustrated, easily distracted by extraneous stimuli, engages in repetitive behaviors, overactive, doesn't maintain eye contact, etc.

Social-Emotional: "Family Relationships, Authority Relationships (School and Home), Peer Relationships, Reality Orientation, Special Life Events" One or more of following characteristics over a long period of time and to a degree significantly different from the peer group which interfere with the educational process: Impaired perception of reality, thought process disorder, danger to himself and others, markedly depressed, withdrawn behavior, inability to maintain interpersonal relationships with peers or adults, inappropriate behavior in terms of time or place; a tendency to develop physical symptoms in relationship to school problems, inability to separate from parent (K, 1st grade) and attend class, non-attendance coupled with withdrawn-depressed stay at home behavior, repetitious behavior, self-stimulating behavior (autistic-like), poor impulse control, extreme variability of behavior, wide swings in affect, physically aggressive behavior with peer and adults, verbally agressive behavior with peers and adults, inability to stay on task, extreme hyperactivity, demands constant one to one attention, fire setting, theft, intimidation, extortion, destruction of property of peers, adults or school, creating a climate of chaos in a classroom which hampers teaching and prevents other students from learning, etc.

Academic Achievement: "Reading, Spelling and Mathematics Proficiency, Writing, and Overall Academic Achievement" Includes: Self-help skills, pre-vocational and vocational skills, and elective subject areas, etc.

RESOURCE DOCUMENT #7e

LAKE COUNTY AREA VOCATIONAL CENTER
SPECIAL EDUCATION
STUDENT INFORMATION SHEET

STUDENT'S NAME:

ADDRESS: LCAVC PROGRAM:

PHONE NO:

CONTACT PERSON/CASE MANAGER:

PARENT'S NAME:

ADDRESS:

PHONE NO. (WORK):
(HOME):

ALTERNATE CONTACT:

PHONE NO.:

BRIEF DESCRIPTION OF THE STUDENT:

PRESENT LEVEL OF ACADEMIC FUNCTIONING:

MATH LEVEL:

READING LEVEL:

EXTENT TO WHICH THE STUDENT PARTICIPATES IN REGULAR EDUCATION:

RELATED VOCATIONAL EXPERIENCE:

SUGGESTED SUPPORTIVE SERVICES:

IMMEDIATE SPECIAL NEEDS:

MEDICATION:

COMMENTS:

RESOURCE DOCUMENT #8a

TESOL PROGRAM AT SENN HIGH SCHOOL
Oral Placement Test

Level I -- place student in Level I if he can answer ONLY the first (4) questions.

1. Hello. How are you?
2. What's your name?
3. Where are you from?
4. How old are you?

Level II -- place student in Level II if he can answer questions through #13.

5. Are you wearing a jacket now?
6. Do you have any brothers/sisters?
7. Is your father living in Chicago?
8. Were you at home last night?
9. Do you watch television every night?
10. What are you going to do tonight?
11. Were you in school last year?
12. How many days are there in a week?
13. You're a student now, aren't you?

Level III -- place student in Level III if he can answer questions through question #27.

14. Does your brother/sister go to school every day?
15. How did you come to school today?
16. How long did it take you?
17. Where did you buy your shirt/sweater?
18. What did you eat for breakfast this morning?
19. Do you think it'll rain today?
20. If it rains, what will you do after school?
21. What do you want to do after dinner tonight?
22. What is this called? (Hold up a pencil)
23. Whose pencil is this?
24. Is this yellow pencil longer than the brown one?
25. Where were you before you came to the United States?
26. You finished elementary school in your country, didn't you?
27. What do you think you want to be?

Level IV -- place student in a Transitional English class if he can answer questions through #42.

28. Do you have an older brother?
29. Is your brother taller than you?
30. What is the easiest subject for you?
31. What time did you used to each dinner in your country?
32. What will you do when you graduate from high school?
33. What must a student do every day?
34. Would you rather have a cup of tea or a glass of milk?
35. Can you lift that cabinet? Why not? (to elicit "It's too heavy...")
36. Can you lift this chair? Why? (to elicit "I'm strong enough...")
37. If I gave you $100.00 what would you buy?
38. If you could travel anywhere in the world, where would you go?
39. If you have a toothache, what should you do?
40. Have you been to many restaurants in Chicago?
41. How long have you studied English?
42. Who was this book (Show book with author's name on cover) written by?

Source: Senn High School
Chicago, Illinois

RESOURCE DOCUMENT #8b

Proficiency Descriptions

Numerical Rating Procedure

Instructions: For all of the five language areas (Pronunciation, Grammar, Vocabulary, Fluency, Comprehension), choose the Proficiency Descriptions--from 1 to 6--which best represent the competence of the student. Then, in the Weighting Table, find the number corresponding to each of the five descriptions* and add all five numbers. Then determine from the Conversion Table the rating level within which to total score falls. Please bear in mind that this numerical procedure is intended only to supplement the official verbal descriptions and should not be used by itself to determine a rating.

Note also that the numbers 1 through 5 are simply used to designate the different proficiency descriptions for each language area and do not have any direct relationship to the official rating levels of 1 through 5.

Weighting Table

Proficiency Description ⟶	1	2	3	4	5	6	
Accent	0	1	2	2	3	4	_____
Grammar	6	12	18	24	30	36	_____
Vocabulary	4	8	12	16	20	24	_____
Fluency	2	4	6	8	10	12	_____
Comprehension	4	8	12	15	19	23	_____
						Total:	☐

Conversion Table

Total Score (from Weighting Table)	Level	Total Score	Level	Total Score	Level
16-25	0+	43-52	2	73-82	3+
26-32	1	53-62	2+	83-92	4
33-42	1+	62-72	3	92-99	4+

*After some practice with this procedure, you may in some cases want to give a score that is "in-between" two of the descriptions. For example, if you feel the student's competence in Grammar is about midway between description 3 ("Frequent errors showing ..." and description 4 ("Ocassional errors showing..'), you might give a weighted score of 21 for Grammar, rather than 18 or 24.

Proficiency Descriptions

Accent

1. Pronunciation frequently unintelligible.
2. Frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition.
3. "Foreign accent" requires concentrated listening and mispronunciations lead to occasional misunderstanding and apparent errors in grammar or vocabulary.
4. Marked "foreign accent" and occasional mispronunciations which do not interfere with understanding.
5. No conspicuous mispronunciations, but would not be taken for a native speaker.
6. Native pronunciation, with no trace of "foreign accent".

Grammar

1. Grammar almost entirely inaccurate except in stock phrases.
2. Constant errors showing control of very few major patterns and frequently preventing communication.
3. Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding.
4. Occasional errors showing imperfect control of some patterns but no weakness that causes misunderstanding.
5. Few errors, with no patterns of failure.
6. No more than two errors during the interview.

Vocabulary

1. Vocabulary inadequate for even the simplest conversation.
2. Vocabulary limited to basic personal and survival areas (time, food, transportation, family, etc.)
3. Choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics.
4. Professional vocabulary adequate to discuss special interests; general vocabulary permits discussion of any non-technical subject with some circumlocutions.

5. Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situations.

6. Vocabulary apparently as accurate and extensive as that of an educated native speaker.

Fluency

1. Speech is so halting and fragmentary that conversation is virtually impossible.

2. Speech is very slow and uneven except for short or routine sentences.

3. Speech is frequently hesitant and jerky; sentences may be left uncompleted.

4. Speech is occasionally hesitant, with some uneveness caused by rephrasing and grouping words.

5. Speech on all professional and general topics as effortless and smooth as a native speaker's.

Comprehension

1. Understands too little for the simplest type of conversation.

2. Understands only slow, very simple speech on common social and touristic topics; requires constant repetition and rephrasing.

3. Understands careful, somewhat simplified speech directed to him, with considerable repetition and rephrasing.

4. Understands quite well normal educated speech directed to him, but requires occasional repetition or rephrasing.

5. Understands everything in normal educated conversation except for very colloquial or low-frequency items, or exceptionally rapid or slurred speech.

6. Understands everything in both formal and colloquial speech to be expected of an educated native speaker.

LINGUISTIC AREAS TO BE RATED

Pronunciation and Accent

A pronunciation which is sufficiently accurate to avoid confusion as to the particular sounds which the student intends is important to effective communication, and this aspect of the student's speech is evaluated in the course of the conversation. Beyond this, the student's degree of command of a phonetically accurate pronunciation (the absence of obviously non-native elements of accent, intonation and phrasing) is also taken into account, though to a lesser degree.

Grammatical Accuracy

In the Peace Corps language training program, considerable emphasis is placed on the development of grammatical accuracy. Since structure is indeed the backbone of the language, entering into each sentence produced regardless of the particular topic of vocabulary involved, it is reasonable and desirable that the Peace Corps program stress the development of an accurate structural command of the language. Given a good structural control of the host country language, the student should be able to develop a broader vocabulary and to increase his level of fluency through practice in the field. It is doubtful, however, that the student will greatly increase his structural accuracy in the field, since the Peace Corps experience has been that extensive practice in a formal and controlled (i.e., classroom) situation is usually required to master grammatical structures, especially those which differ from structures in the student's native language.

To check the student's level of grammatical control, the interviewers will typically attempt to stimulate a discussion of topics which require or suggest the use of various verb moods, tenses, and persons beyond the simple narrative present and and the first person ("I") forms. The accurate use of adjectives, adverbs, prepositions, and other aspects of language structure will also be evaluated in the course of the interview.

Vocabulary

The extent of the student's spoken vocabulary is noted throughout the course of the interview. Emphasis is placed on a wide-ranging vocabulary which allows the student to talk freely and accurately on a number of different topics, including but by no means restricted to vocabulary appropriate to his work assignment. The best preparation for the vocabulary aspect of the interview is not a last-minute study of a word lists but rather the gradual and natural accumulation of vocabulary through classroom work together with extensive outside exposure to the language through films, conversations with native speakers or more advanced students, and so forth.

Fluency

Fluency does not refer here to the absolute speed of delivery, since native speakers of any language often show wide variation in this area. Fluency, for purposes of the interview, refers to the overall smoothness, continuity, and naturalness of the student's speech, as opposed to pauses for rephrasing sentences, groping for words, and so forth.

Listening Comprehension

It is difficult to evaluate listening comprehension in a highly objective manner using a conversational technique. If a student is able to carry out a rather sophisticated conversation on the basis of spoken leads and comments given by the interviewer, it is reasonably certain that the student has acquired a listening comprehension proficiency at least up to the level represented by the general nature of the conversation. It is, however, possible that the student's listening proficiency as such could be quite high, but that limitations in his ability to speak the language would prevent his from responding readily to questions or conversational leads which he understood perfectly well. Plans are currently being made to develop a test of listening comprehension for Peace Corps use which would be administered independently of the language proficiency interview to provide additional information about this area of the student's language competence. In the meanwhile, students' listening comprehension ability will continue to be judged albeit somewhat roughly, on the basis of the face-to-face interview. The interviewers are instructed to give the benefit of the doubt to the student, and to assume as a matter of course that his listening proficiency is at least on a level with his interview performance.

Source: Business Education for Career Advancement Project
Arlington Heights, Illinois

Language Proficiency Interview (LPI)

Rating Scales

Name: _____

Date: _____

Interviewer: _____

Accent	1	2	3	4	5	6
Grammar	1	2	3	4	5	6
Vocabulary	1	2	3	4	5	6
Fluency	1	2	3	4	5	6
Comprehension	1	2	3	4	5	6

Comments

Source: Business Education for Career Advancement Project
Arlington Heights, Illinois

RESOURCE DOCUMENT #9

Cloze Testing: How to Construct a Cloze Test

1. Select a self-contained passage of approximately 150 to 200 words taken from one of the books or materials you wish to use with your students.

2. Go through the passage and systematically delete every 7th word leaving the FIRST AND LAST SENTENCES INTACT. Try to make exactly 25 blanks as this makes scoring much easier. Important!--Do not choose the items to be deleted: use every seventh word until you reach 25 blanks.

3. Type up a ditto making a blank for every deleted word. A blank of ten typewriter spaces is a good size, like this: _____. Now you have the test.

HOW TO ADMINISTER A CLOZE TEST

1. Be sure to give clear instructions to the students. They are to fill in one word in each of the blanks. There is no one "proper word" or "correct word" that fits in each blank. Several alternatives may be perfectly satisfactory as long as they make sense. The important thing to remember is that for each blank there is room for only one word.

2. It is sometimes wise to do a few easy sample sentences on the blackboard before students actually take the test. This gives the teacher a chance to clear up any confusions that might arise.

3. Give the test and allow as much time as is needed (within practical limits) for all students to complete it. Don't rush them.

HOW TO SCORE THE TEST

1. Go through the tests and count up the number of words that are right. For our children words are right if they are acceptable in the context.

2. Now calculate the percent of correct answers. If you have 25 blanks you can do this quite easily by merely multiplying the number correct by 4.

3. Compare your percentages against this table to see if the book is appropriate.

Percent of Correct Answers*	Comprehension Level	Appropriate for your Class?
above 53%	independent	Yes, it will make easy reading. It's especially appropriate for enjoyment, homework or independent activities.
between 44%-53%	instructional	Yes, it will make challenging reading for work within class.
below 44%	frustration	No, it is too difficult. It will probably discourage both you and your students.

Words Deleted from Charlotte's Web:

1. to	6. front	11. a	16. up	21. to
2. as	7. and	12. was	17. the	22. At
3. warmed	8. another	13. milk	18. was	23. moved
4. and	9. again	14. when	19. near	24. and
5. afternoon	10. going	15. for	20. when	25. fixed

*These percentages are taken from an article by J. Anderson, "Selecting a Suitable 'Reader': Procedures for Teachers to Assess Language Difficulty". RELC Journal, Vol. 2, pp. 35-42. It is probably unwise to interpret these percentages rigidly--you can shift them several points one way or the other.

RESOURCE DOCUMENT #10a

Instructions for a Cloze Test

I would like you to read this passage and fill in the blanks. This is the story of a mistaken identity. Some of the words have been left out. Read the whole story first, then go back to the beginning and fill each empty space with a word. Remember, you can fill one word in each blank space. There is no one "correct word" that fits each blank. Several alternatives may be satisfactory as long as they make sense. The important thing to remember is that for each blank space there is room for only one word. Make sure that you read the whole story first before you start filling any of the blank spaces.

Let us do one example together. If you see this sentence (write it out on board): The little _____ was eating an ice cream when _____ fell.

You need to fill each blank space with one word that fits. What word fits best in the fitst blank? Boy. What about the second blank? He. Now, start reading the story.

Source: Business Education for Career Advancement Project
Arlington Heights, Illinois

RESOURCE DOCUMENT #10b

Sample of a Cloze Test

The Mistaken Identity

My father-in-law, whose name is Paul, was in a restaurant with group business associates. Suddenly, a MAN distinguished-looking gentleman hurried sat to h table. Without be able to contain his emotion , e man began to take Paul's hand vigorously. As He did so, the stranger MAN him Joe and he old Friend recalled the great times they had together in the ~~Army~~ LIFE.

My father-in-law, has had never served in ARMY Army, gently told the things he was mistaken, before had evidently confused him and someone else. The stranger ~~MAN~~ was obviously very embarassed. He waved profusely and left.

A week ~~day~~ later, while leaving the SAME restaurant, Paul bumped into a the stranger again. This time, Paul stranger hugged him, and decided to tell everybody around all sad story of two knew in the Army who were not seen each other passed years. Before Paul could say a word, the stranger said : "You know, you are who going to believe this, history I met some guy out here last week who was just like you!"

Source: Business Education for Career Advancement Project
Arlington Heights, Illinois

38%

RESOURCE DOCUMENT #11

Teacher-Made Stories

TITLE	DESCRIPTION
TEACHER MADE STORIES FOR ESL LITERACY SCREENING by (To be Prepared for your own students)	PURPOSE: To determine basic literacy (reading and copying) skills. Ongoing. Test of mastery/achievement. CONTENT: Short stories about the students can test eye-hand coordination, letter strokes, and reading for sense. PROCEDURES: 1. Develop language experience stories about your students. (5-7 sentences, with a title). 2. Write the stories than rewrite but as numbered cloze sentences. (Also see page .4 in this Manuals.) 3. Ask students to complete the numbered sentences for the story. They may look. NOTE: Do not test for grammar skills, just for literacy. TARGET: Students in ESL literacy classes, or students entering the program. Non-literate or pre-literate learners.
ADMINISTRATION	**SAMPLE QUESTIONS**
HOW: Group. Paper and pencil. After developing, teaching, and practicing the stories. MATERIALS: Worksheet/story sheet (specially prepared). SCORING: Individual progress records are kept. Teacher marks correct answers on blackboard. Then collects papers.	Ying And Her Sister Ying lives in Elgin. Her sister lives in Hanover Park. Ying wants to visit her sister. Ying does not have a car. What can she do? 1. ____ing lives in ____lgin. 2. Her ____ister lives in Hanover ___ark 3. Ying wants to _____her sister. (from Mary Kearney, ESL Literacy Instructor, Elgin YWCA)

Source: Terdy, Dennis. Testing Instruments and Procedures for Adults English as a Second Language. Illinois Statewide ESL/AE Service Center, Arlington Heights, Illinois, August, 1981.

RESOURCE DOCUMENT #12

PLACEMENT TEST

BILINGUAL ACCESS PROGRAM

NAME: _____ DATE: _____

ADDRESS: _____ NATIVE LANGUAGE: _____

CITY & STATE: _____ TOTAL YEARS IN SCHOOL: _____

PHONE: _____ TOTAL YEARS IN U.S. _____

SOCIAL SECURITY NUMBER: _____ CLASS INTERESTED IN: _____

LEARNED OF PROGRAM FROM: _____

INSTRUCTIONS

*TURN ON THE TAPE AND LISTEN TO THE DIRECTIONS.

DO NOT TURN OFF THE TAPE UNTIL THE TEST IS COMPLETELY FINISHED.

LISTEN CAREFULLY.

1. I live in _____.

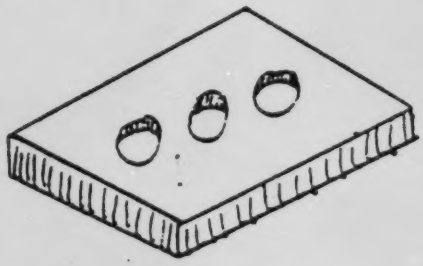
a) California b) Illinois c) New York d) Canada

*This test is accompanied by a tape--the tape contains instructions, times the students, and provides the listening exercises.

Developed by Jeff Galbraith
C.Copyright 1981, Elgin Community College 132

1.

READ AND ANSWER



Use any small 1/4 inch piece of metal that is in the shop. Burn three holes in the metal. The holes should be about 1/2 inch wide. Then burn two sides of the metal piece. Only 2 holes and 1 side will be tested by your teacher.

1. Make _____ holes.

   a) 1 b) 2 c) 3 d) 4

2. The hole should be _____ wide.

   a) 2 inches b) 1 inch c) 1/2 inch d) 1/4 inch

3. The teacher will test _____ holes.

   a) 1 b) 2 c) 3 d) 4

4. Burn _____ sides.

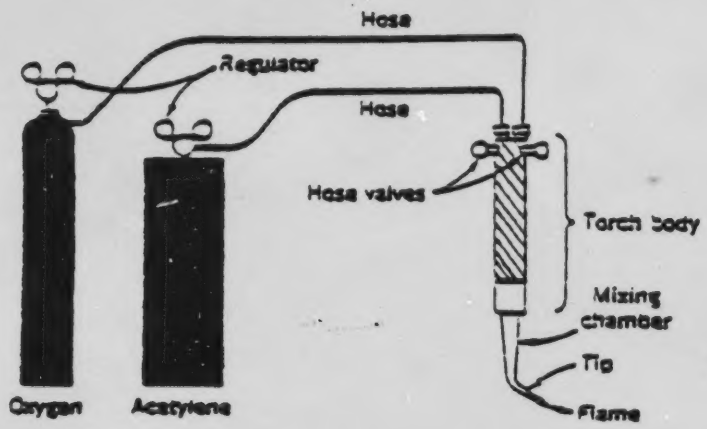
   a) 1 b) 2 c) 3 d) 4

5. The piece is _____.

   a) plastic b) shop c) metal d) big

2.

LISTEN AND ANSWER



1. _____ and acetylene are the two gases that are mixed.

   a) nitrogen b) torch c) oxygen d) regulator

2. The tanks are controlled by a _____.

   a) tank b) torch c) hose d) regulator

3. The gases go from the tanks to the torch through a _____.

   a) hose b) torch c) tank d) tip

4. The gases mix to make a _____.

   a) torch b) flame c) mixing chamber d) tip

5. The flame reaches a temperature of _____ degrees.

   a) 600 b) 6,000 c) 16,000 d) 60,000

3.

READ AND ANSWER

OIL CHANGE STEPS

1. Raise and support the car.
2. Put a drain pan under the engine.
3. Find the drain plug on the engine oil pan.
4. Use socket wrench or box wrench to loosen the drain plug by turning it counter clockwise.
5. Put the pan under the plug and remove the plug.

NOTE: Be careful. Hot engine oil can cause severe burns.

6. After draining the oil, install the drain plug, dispose of the waste oil.
7. Lower the car.
8. Fill the crankcase with the proper amount of oil.
9. Run the engine and check for leaks.

1. Protect your hands from burns when draining _____ oil.
   a)dirty b)hot c)old d)expensive.
2. Two wrenches that perform the same job are a socket wrench and a _____.
   a)pan wrench b)box wrench c)plumber's wrench d)oil wrench
3. Used oil should be _____.
   a)re used b)disposed of c)filtered d)saved
4. Fill the crankcase with _____of oil.
   a) 4 quarts b) 5 quarts c)6 quarts d)the correct amount
5. The oil will _____ if the drain plug is not put back in.
   a) get hot b) get thick c) level d) leak out

4.

LISTEN AND ANSWER

GASOLINE

1. Gas in a can or tank is in _____ form.

   a) liquid b) solid c) vapor d) water

2. Gas is vaporized by mixing it with _____.

   a) vapor b) fuel c) air d) oil

3. An average mixture has a ratio of 15 pounds of air to _____ pound(s) of gasoline.

   a) 1 b) 2 c) 8 d) 15

4. The opposite of a rich mixture is a _____ mixture.

   a) poor b) vapor c) lean d) light

5. When a gasoline tank is filled to 20 gallons capacity, the tank _____ 20 gallo

   a) holds b) mixes c) burns d) sells

5.

READ AND ANSWER

JOB APPLICATION PROJECT

The letter of application expresses interest in a job. Since the letter of application is your first contact with a possible employer, it is important that the letter give a good impression.

A resume includes your education, job experience, and personal information. One page is usually best.

In a reference request letter, you ask someone to send a recommendation. For instance, you might ask a teacher to recommend you for a job. The reference request letter you send to your teacher asks to give the recommendation.

After an interview, you send a follow-up letter to thank the personnel manager for seeing you. Since the follow-up letter is used as a courtesy, you should send one even if you decide not to take the job.

1. When you contact an employer you _____.

   a) touch him b) con him c) ask him d) show interest in a job

2. On a resume this item - welder 1975-77, overhead welder specialist 1977-81 - would come under _____.

   a) education b) job experience c) personal information d) fun

3. The reference request letter asks for a _____.

   a) job b) raise c) recommendation d) teacher

4. The person who hires someone is called the _____ manager.

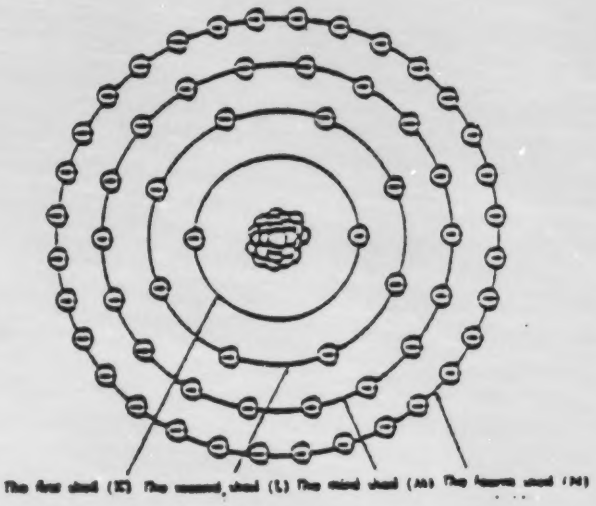
   a) employer b) interviewer c) decider d) personnel

5. The _____ letter says thank you.

   a) application b) resume c) reference d) follow-up

6.

LISTEN ANSWER



1. Atoms can have _____ seven orbital paths.

   a) more than b) upper c) lower d) as many as

2. The difference between levels 1 and 2 is _____ electrons.

   a) 2 b) 4 c) 6 d) 8

3. The fifth shell would be called the _____ shell.

   a) 5 b) fifth c) Z d) O

4. The _____ levels fill up first.

   a) lowest b) middle c) center d) highest

5. The levels fill up with _____.

   a) electricity b) electrons c) energy d) shells

VESL PLACEMENT TEST PROCEDURES

1. Have the student fill out the information blanks on the cover page.
2. Make sure the volume is okay on the tape recorder. Show the student how the volume control works.
3. Explain to the student that once the tape is started it cannot be stopped until the test is finished.
4. Explain to the student that all instructions are on the tape.
5. Start the tape. Watch to see that the student understands.
6. Grade the test at the end by marking the number of incorrect answers at the bottom of each page.
7. Conduct a personal interview by asking the student:
   - What class he/she wants and why.
   - What school he/she has attended i the U.S.
   - What job interests he/she has.
   - What job experience he/she has.
   - How much English he/she uses- at home, on the job, and with friends.
8. Determine placement by combination of test results and personal interview results.

ANSWER KEY

Part I

1. C
2. C
3. B
4. B
5. C

Part II

1. C
2. D
3. A
4. B
5. B

Part III

1. B
2. B
3. B
4. D
5. D

Part IV

1. A
2. C
3. A
4. C
5. A

Part V

1. D
2. B
3. C
4. D
5. D

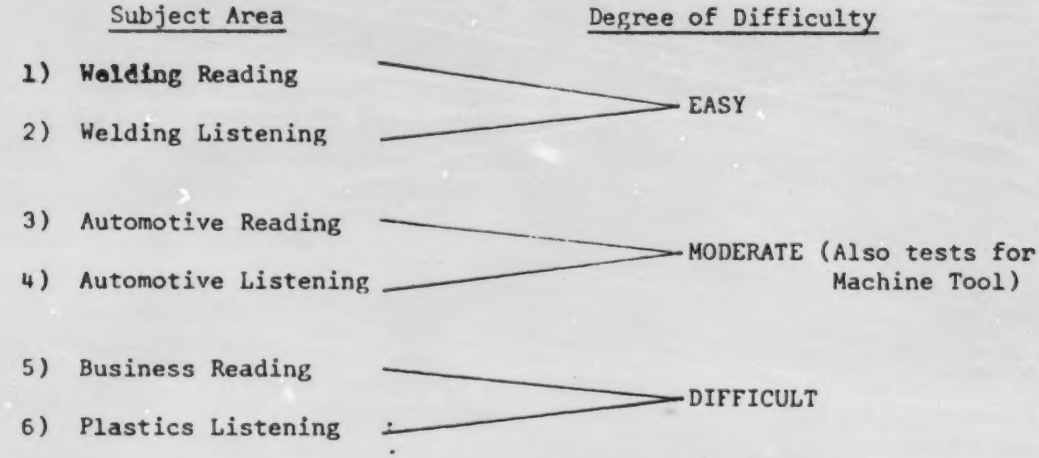
Part VI

1. D
2. C
3. D
4. A
5. B

Source: Developed by Jeff Galbraith
Elgin Community College
Elgin, Illinois

VESL PLACEMENT TEST BACKGROUND

The VESL Placement Test consists of six parts---



Each part is based on actual material that the student faces in class. Reading and listening language skills are stressed because these are the areas that vocational instructors at ECC have identified as most important. Placement is based on the student's ability to comprehend at least half of his or her intended subject area as well as some comprehansion of the other areas. Placement is also influenced by information obtained in the personal interview (regarding language and academic skills not readily apparent from the testing).

Source: Developed by Jeff Galbraith
Elgin Community College
Elgin, Illinois

RESOURCE DOCUMENT #13a

Evaluation of Student Writing

TITLE	DESCRIPTION
EVALUATION OF STUDENT WRITING Sources: Mullen, K. "Evaluating Writing Proficiency." In Oller & Perkins (eds.), Research in Language Testing. Newbury House, 1980. (Also available through the Illinois Statewide ESL/AE Service Center)	PURPOSE: To assess overall composition skills. CONTENT: Composition Evaluation chart on which to rate student writing ability from poor to excellent. Four areas evaluated: sentence structure, organization, quantity and vocabulary. PROCEDURE: Assign a written composition to students. Evaluate it using the chart. TARGET: High beginning and advanced.
ADMINISTRATION	**COMPOSITION EVALUATION**
HOW: Paper and pencil. Visual stimulus if desired. Group or individually. TIME: 25 minutes SCORING: Use scale with criteria. Relative fluency Note: If more than one teacher/rater, compare scores on the same compositions to check and develop consistency.	See Resource Document 13b (page 130)

Source: Terdy, Dennis. Testing Instruments and Procedures for Adults English as a Second Language. Illinois Statewide ESL/AE Service Center, Arlington Heights, Illinois, August, 1981.

RESOURCE DOCUMENT #13b

COMPOSITION EVALUATION

Name:_____ Date:_____

Evaluator:_____

	Poor 1	Fair 2	Good 3	Above Average 4	Excellent 5
Control over English Structure					
Compositional Organization					
Quantity of Writing					
Appropriateness of Vocabulary					
Overall Writing Proficiency					

Guidelines for Evaluation of Compositions

Control over English Structure

Excellent: Few, if any noticeable errors of grammar or work order. Frequent use of complex sentences.

Very good: Occasional grammatical and or word-order errors. Some use of complex sentences.

Good: Frequent grammar and word-order errors. General use of simple sentences.

Fair: Many erros in grammar make comprehension difficult. Use of short basic sentences.

Poor: Severe errors in grammar and word order. No apparent knowledge of English.

Compositional Organization

Excellent: Well-developed introduction which engages concern of the reader. Use of internal divisions and transitions. Substantial paragraphs to develop ideas. Conclusion suggests larger significance of central idea.

Very good: Obvious inclusion of an introduction through not smoothly developed. Division of central idea into smaller parts through paragraphs are lean on detail. Conclusion restates the central idea.

Good:	Intent to develop central idea is evidenced but only a few points are mentioned. The introduction or conclusion is very simply stated or may be missing. Occasional wandering from topic.
Fair:	Limited organization. Throughts are written down as they come to mind. No introduction or conclusion.
Poor:	No organization. No focus. No development. No major consideration of topic.

Quantity of Writing

Excellent:	Writting is an easy task. Quantity seems to be no problem.
Very good:	Reasonable quantity for the time. Writing flows without much hesitation.
Good:	Enough writing to develop the topic somewhat. Evidence of having stopped writing at times.
Fair:	Much time spent struggling with the task of putting down thoughts on paper.
Poor:	Very little writing during the hour-long assignment.

Appropriateness of Vocabulary

Excellent:	Precise and accurate word choice. Obvious knowledge of idioms. Aware of word connotations. No translation from native language apparent. May have attempted a metaphoric use of words.
Very good:	Occasional misuse of idioms, but little difficulty in choosing appropriate forms of words. Uses synonums to avoid repetition. Some vocabulary problems may be due to translations.
Good:	Use of the most frequently occurring words in English. Does not use synonyms to avoid repetition. Some inapropriate word choices. Uses circumlocutions or rephrasing when the right word is not available.
Fair:	Depends upon a very small vocabulary to convey thoughts. Repetition of words is frequent. Appears to be translating Great difficulty in choosing appropriate word forms.
Poor:	Vocabulary is extremely limited.

From: Mullen, K. Evaluating writing proficiency. In Oller & Perkins (eds.) Research in Language Testing. Newbury House, 1980.

RESOURCE DOCUMENT #14

Guidelines and Questions for Conducting A Vocational Interest Interview with LEP Students.

The purpose of the vocational interest interview is to maintain a conversation with the LEP student that will allow the interviewer (using a bilingual interpreter, if needed) to determine the vocational interest of the LEP student.

The following steps may be taken:

1. Make every effort to put the student at ease.

2. Show interest in the student by exhibiting patience and establishing rapport with the student.

3. Then proceed by asking the following questions that may be helpful in understanding which job or jobs the student might like to perform best:

	Circle One	
• Do you prefer to work alone or with others?	Alone	With Others
• Do you prefer a job which would require you to do a lot of standing and walking or one which would allow you to sit?	Stand/ Walk	Sit
• Do you prefer to try new tasks or do the same tasks?	New	Same
• Do you enjoy doing a task or telling other people how they should do it?	Doing it	Telling others
• Do you prefer to work outdoors or indoors?	Out	In
• Do you prefer to work where it is quiet or where it is noisy?	Quiet	Noisy
• Do you prefer a job where there is little or no change or one where there are many changes?	Little or no Changes	Many changes
• Do you like a job which can always be done at the same rate or one which may need to be done very quickly?	Same rate	Soon and fast
• Do you prefer to express your ideas by talking or writing?	Talking	Writing

	Circle One	
• Do you prefer a job which requires a lot of physical energy or one which requires a lot of thinking?	Physical	Thinking
• Do you prefer a job where you might get dirty or one where you must stay neat and clean?	Dirty	Neat and clean
• Do you keep calm when you have several tasks to do at one time or do you work best when there is only one task to do at a time?	Several	One at a time
• Do you prefer to work with tools or numbers?	Tools	Numbers
• Do you prefer regular work hours or work hours that change?	Regular	Change
• Do you prefer to work the day shift or the night shift?	Day	Night
• Would you prefer to work in a fomal setting or a casual setting?	Formal	Casual
• Do you prefer to work with people or work with objects?	People	Objects
• Would you prefer to make something or to sell something?	Make	Sell
• Do you prefer to plan how a task is to be done or to have others be responsible for planning and organizing it?	I plan	Others plan
• Would you prefer a job which requires a lot of training to develop skills or one that requires little training?	A lot of training	Little training

Source: Curriculum Associates, Inc,
Inventory of Essential Skills
1981

RESOURCE DOCUMENT #15

CAREER COMPETENCE INTERVIEW GUIDE

Student's Name Chris Baird

Vocational Program Arch.-Technical Drafting

Date May 23, 1977

Instructor Anthony Barber

Person(s) Interviewed (Name and Title)

Bruce Macklin - Drafting Instructor

Ann Brown - Deaf Ed. Instructor

Areas of Competence

Levels of Competence	Equipment Usage A) Machine B) Instruments	Lettering A) Mechanical B) Free-hand	Geometric Construction	Sketching and Shape Construction	Metric Measurement A) Accurate use of scale B) Conversion	Sketching and Shading
has had instruction related to	Yes - 1st year drafting course	Yes	Yes	Yes	Yes	Yes
has had work experience related to		No, but possible for immediate placement experience				
has demonstrated knowledge of concepts	Yes	Yes, an area of interest	Yes	Yes	Yes	Yes
has performed within competence area	Yes		Yes	Yes	Accuracy of bus. needs to increase speed in making.	Yes

Areas of Competence

Levels of Competence

	Multiview Projection A) Normal Surfaces B) Inclined Surfaces C) Curved Surfaces	Reproduction of Drawings A) Blueprints B) Plazo Process	Sectional Views A) Full Section B) Half Section	Auxiliary Views A) Height B) Depth C) Width	Dimensioning
has had instruction related to	yes	yes	yes		yes
has had work experience related to					
has demonstrated knowledge of concepts	yes		yes		
has performed within competence area	yes, but needs more practice in developing visualization		yes		needs more practice in location of dimensions

Areas of Competence

Levels of Competence

	Threads and Fasteners	Working Drawings	Pictorial Representation A) Oblique B) Isometric C) One Point Perspective D) Two Point Perspective	Architecture Basic Plans	Career Opportunities in Field A) Draftsmen B) Architects C) Engineers D) Design E) Contractors
has had instruction related to	Yes		A & B only		Yes, but only through discussions and class readings
has had work experience related to					Should have direct exposure & involvement in at least 3 of the above careers during the coming year
has demonstrated knowledge of concepts	Yes		A & B		
has performed within competence area	Yes	needs to improve on dimensioning techniques	A & B	Class enjoyed this section. Has good design ability. needs help in layout.	

Additional Information

Student's Previous Work Experience

Job Title(s)	Location(s)	Employer(s)	Date(s)
None, but Chris did complete the 1st year drafting course.			

General Comments on Student's Level of Competence

① Is neat and has good timewise, has a good working relationship with fellow students, follows directions well.

② Drafting instructor has indicated Chris needs to increase speed in completing work needs to build confidence in performing basic skills and in the visualization process to keep from wasting time on repeating activity over & over on the same problem.

③ Drafting & Deaf Ed. instructors noted that written instruction seems to prevent any breakdown that usually occurs with verbal communication.

④ Even though Chris works well with others, a few students have had a difficult time understanding Chris's language. Since two of these students are now enrolled in arch-tech drafting we may need to help them in understanding Chris's language.

Source: Evans, R. N., Albright, L. & Fabac, J. Strategies for Assessing the Student's Present Level(s) of Performance. Urbana-Champaign, Illinois: University of Illinois, Bureau of Educational Research, 1978.

RESOURCE DOCUMENT #16

Instructions for Developing and Using the Career Competence Interview Guide

This interview guide is to be used by the vocational instructor when interviewing persons most familiar with the student's school and work performance (e.g., parents, former instructor, student). Its purpose is to obtain an initial reading of the student's strengths and weaknesses in relation to particular areas within the vocational course curriculum. This instrument should be most helpful for planning the learner's program when used prior to the student's actual participation in the course. It could be used shortly after the course begins, but, at this time, direct assessment strategies (e.g., entry level performance sampling, systematic observation) can be used and will likely provide as much or more specific planning information.

The following steps are suggested for developing and using the Career Competence Interview Guide:

Identifying Competence Areas

1. When the student is known to have had prior training and/or work experience in the course content area, detailed information on the student's level of competence may be sought. If this is the case, then the instructor could identify and list the major course content areas, or unit topics, on the guide, as was done in Resource Document #17.

2. If, however, the student is known to have had little or no prior training and/or experience in the course content area, or, if the course is, for example, a general work experience program, then a listing of basic job entry competencies (e.g., job application, interview, following directions, employer-employee relations) may be more applicable.

3. Or, depending on the course content and the student's prior experience and/or training, the instructor may select a mixture of basic entry and specific occupational competence areas (combination of 1 and 2 above).

Constructing the Survey

1. Once the competence areas are identified, the next step is to list them on the competence guide. Place each competence area in the space located at the top of the guide, underneath the title "Areas of Competence."

2. In the example interview guide, the person being interviewed may provide information on student competence at one or more levels. Four levels are listed on the left hand column of the guide and are defined as follows:

A. The student has had instruction related to the particular competence area. This level indicates the person may know the student has had formal instruction in this area, but he or she may or may not be aware of related work experience and the degree of student knowledge and performance in this area.

B. The student has had work experience related to the particular area. The person reporting may know the student has had related work experience and may or may not be able to tell you the student's level of knowledge and performance in each competence area.

C. The student has demonstrated knowledge of concepts related to a given competence area. In this case, the person being interviewed can provide information on the degree to which the student has demonstrated an understanding of the technical or cognitive knowledge associated with the competence area. For instance, the person reporting may indicate the student is able to pronounce and spell the major terms on an application form (cognitive knowledge). However, the student's performance in filling out an application form may or may not be known.

D. The student has performed within the competeace area simply means the person reporting is able to indicate the student's performance level in a particular competence area.

3. Once the competence areas are identified and listed, several copies of the instrument should be reproduced. It is recommended that the instructor use one copy per interview and one copy be given to each person interviewed for personal reference.

Using the Interview Guide

1. During the interview, each competence area is to be discussed. The instructor will want to record comments in the appropriate blocks, making more detailed notes of particular areas of student strength and weakness.

2. Resource Document 18b offers additional suggestions for organizing and conducting the interview and for compiling the results of the interviews.

Source: Evans, R. N., Albright, L. & Fabac, J. Strategies for Assessing the Student's Present Level(s) of Performance. Urbana-Champaign, Illinois: University of Illinois, Bureau of Educational Research, 1978.

RESOURCE DOCUMENT #17

CAREER COMPETENCE INTERVIEW GUIDE

Student's Name _____ *Vocational Program* _____

Date _____ *Instructor* _____

Person(s) Interviewed (Name and Title)

_____

_____

Areas of Competence

Levels of Competence

has had instruction related to						
has had work experience related to						
has demonstrated knowledge of concepts						
has performed within competence area						

Areas of Competence

Levels of Competence

has had instruction related to					
has had work experience related to					
has demonstrated knowledge of concepts					
has performed within competence area					

Areas of Competence

Levels of Competence					
has had instruction related to					
has had work experience related to					
has demonstrated knowledge of concepts					
has performed within competence area					

Additional Information

Student's Previous Work Experience

Job Title(s)	Location(s)	Employer(s)	Date(s)

General Comments on Student's Level of Competence

Source: Evans, R. N., Albright, L. & Fabac, J. Stategies for Assessing the Student's Present Level(s) of Performance. Urbana-Champaign, Illinois: University of Illinois, Bureau of Educational Research, 1978.

RESOURCE DOCUMENT #18

Suggested Procedure for Interviewing Key Personnel

Prior to the Interviews

- Determine key persons to be interviewed.
- Determine content and format for an interview guide.
- Construct interview guide, or list general questions to be addressed during the interview.
- Contact key personnel to explain purpose of the interview and to arrange a convenient meeting time and place.

During Each Interview

- Restate the purpose of the meeting.
- Provide a copy of guide or key questions to the person(s) being interviewed. Explain how the interview will proceed.
- If unsure about a person's response, ask for clarification or for additional information.
- Be observant of non-verbal as well as verbal responses.
- Close meeting by sharing how this information will be used.

After the Interviews

- Compare responses of persons interviewed.
- Look for common areas of concern, but also be sensitive to individual responses.
- Determine areas of student strength and weakness.

Source: Evans, R. N., Albright, L. & Fabac, J. Strategies for Assessing the Student's Present Level(s) of Performance. Urbana-Champaign, Illinois: University of Illinois, Bureau of Educational Research, 1978.

RESOURCE DOCUMENT #19a

Instructions for Administering the Building Trades Performance Sample

The performance sample should be administered by the Building Trades instructor, an Industrial Education teacher or someone trained and/or experienced in the building trades area. For increasing the reliability of observations, it is recommended that more than one person observe and record student performance.

Material Needed:

1 piece of 1" x 4" at least 8' long

24 6d nails

Damp or wet sand in container - approximately 18" in diameter

Instruction sheet

Equipment and Tools Needed:

Crosscut saw

Hammer

Level

Tape measure

Framing square

Pencil

Safety glasses

Items needed by individual administering performance test:

Evaluation form

Timing device

Pencil or pen

*Adopted from sample used in the Building Trades program, Vermilion Occupational Technical Education Center, Danville, Illinois. This sample was developed by the building trades instructor and the vocational director at this vocational center.

Before starting the student on the performance sample, the administrator should review with the student(s) the material and equipment needed. Also, the administrator should inform the student that she or he may ask questions at any point during this exercise. If a student has difficulty reading the instruction sheet, the individual administering the test should explain the instructions in detail. Likewise, if a student cannot read the drawings, an actual sample should be furnished. The student is now ready to begin the performance test.

The administrator is to observe the student during the performance, while recording on the checklist provided (Example Document #3c). In addition to the items noted on the checklist, the individual administering the test may find it helpful to record the type and frequency of questions asked by the individual(s) taking the test. This could indicate some area of difficulty in the test conditions. After the completion of the performance test, the student's finished product should be checked for accuracy by the individual administering the test.

Source: Evans, R. N., Albright, L. & Fabac, J. Strategies for Assessing the Student's Present Level(s) of Performance. Urbana-Champaign, Illinois: University of Illinois, Bureau of Educational Research, 1978.

RESOURCE DOCUMENT #19b

INSTRUCTIONS FOR STUDENT COMPLETING THE BUILDING TRADES PERFORMANCE SAMPLE*

Rationale: As a student recently enrolled in the Building Trades program, you are to read the following directions and complete each step as directed. This test will give you an opportunity to demonstrate the skills you already possess, as well as identify the areas you may need help in while enrolled in Building Trades. The skills used in completing this performance test relate to a great majority of the tasks you will be involved in while completing your Building Trades program.

THIS TEST IS BEING GIVEN TO YOU TO HELP PLAN YOUR PROGRAM TO BE OF MAXIMUM BENEFIT TO YOU - IT IS NOT USED FOR SCREENING STUDENTS FROM THE PROGRAM!

Material Needed:

1 piece of 1" x 4" at least 8' long

24 6d nails

Damp or wet sand in container at least 18" in diameter

Equipment Needed:

Crosscut saw	Framing square
Hammer	Pencil
Level	Safety glasses
Tape measure	

*Adopted from sample developed and used in the Building Trades program, Vermilion Occupational Technical Education Center, Danville, Illinois.

Objective of this Activity:

Upon completion of this activity, you will have demonstrated the following skills:

Sawing - cut squarely to within 1/8" accuracy

Measuring - to within 1/8" accuracy

Squaring - to within 1/8" over 12 inches

Nailing - securely and without missing the nail

Leveling - to at least 1/8" of the bubble (1/8" accuracy on a 24" level over 12 inches)

Steps:

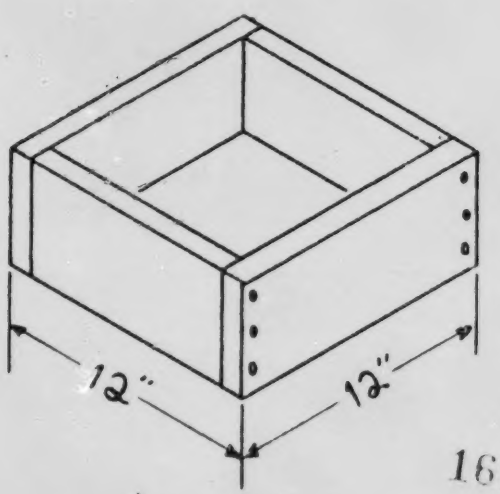
First, check to see if all needed material and equipment are available. Second, read each step carefully. Begin working on the performance sample, practicing safety during the entire activity.

Step 1. Review complete procedure sheet.

2. Cut 2 - 1" x 4" boards 12" in length.

3. Cut 2 - 1" x 4" boards to the correct length (12" less the thickness of 2 - 1 x 4).

4. Using 6d nails, assemble the 1 x 4 frame using 3 nails to each corner (drawing #1).

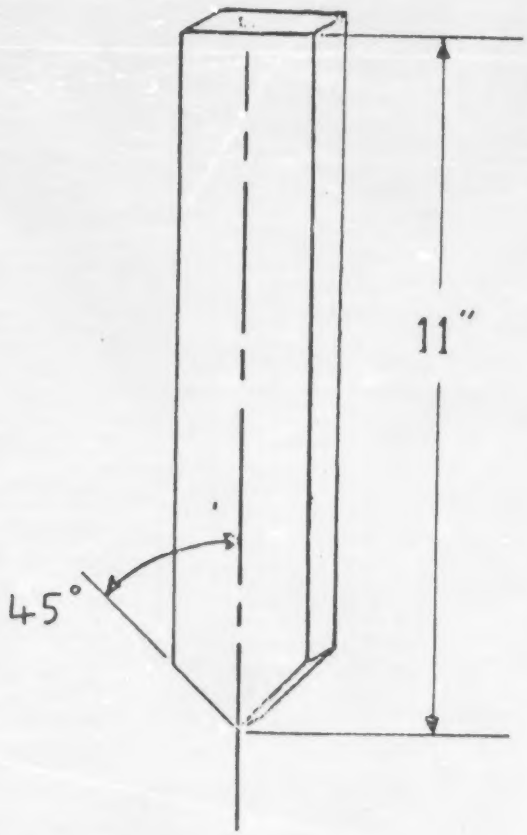


DRAWING #1

5. Check frame for squareness and measuring accuracy.

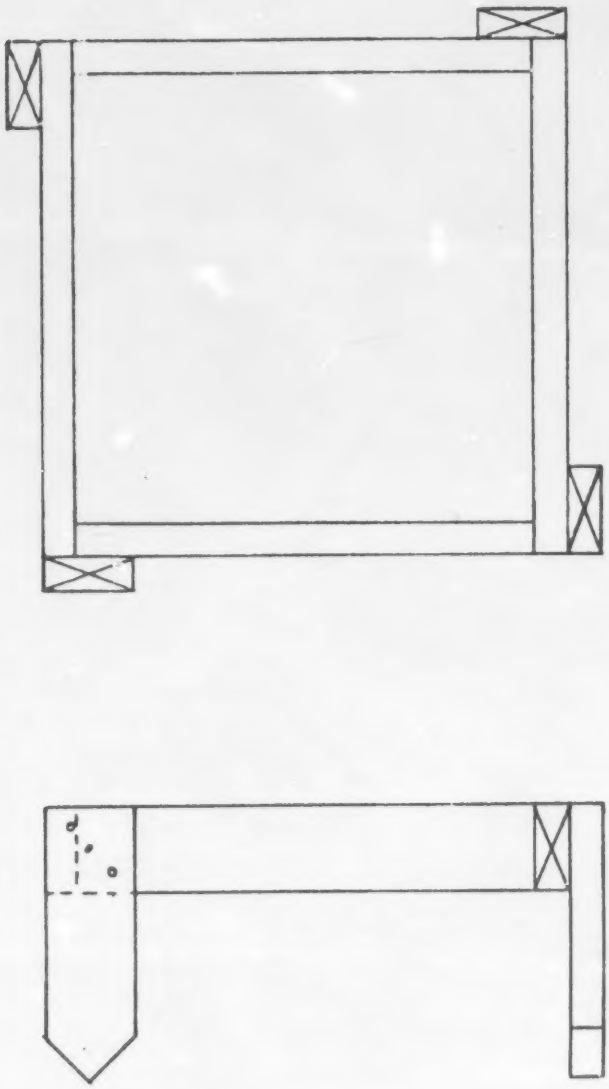
6. Cut 4 - 1" x 4" boards to correct length (11" long).

7. Cut points (45^{o} from center line on one end of each stake (drawing #2).



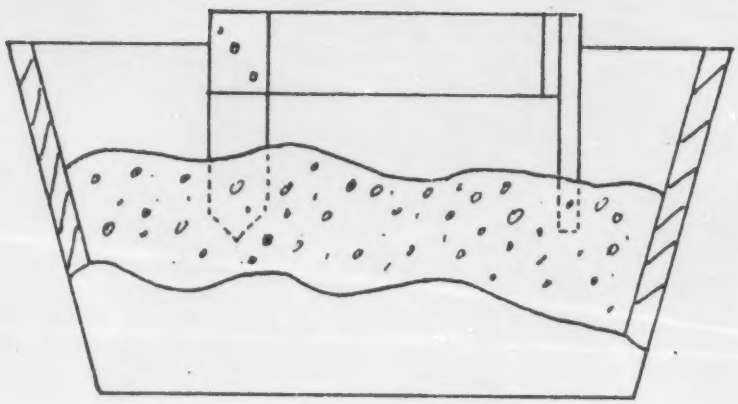
DRAWING #2

3. Nail stakes to each corner of the 1" x 4" frame using 3 6d nails in each stake (drawing #3).



DRAWING #3

9. Level the frame in the container of sand (drawing #4).



DRAWING #4

10. Clean up your work area.

11. Notify the test administrator that you have completed the activity and are ready to discuss your performance.

THANK YOU!

Source: Evans, R. N., Albright, L. & Fabac, J. Strategies for Assessing the Student's Present Level(s) of Performance. Urbana-Champaign, Illinois: University of Illinois, Bureau of Educational Research, 1978.

RESOURCE DOCUMENT #19c

STUDENT PERFORMANCE EVALUATION FORM*

Student's Name:_____ Date:_____

Observer(s):_____

PROCESS ASSESSMENT

OBSERVED PERFORMANCES	YES	NO	COMMENTS
DID THE STUDENT:			
use the following tools properly:			
Tape Measure			
Hand Saw			
Hammer			
Square			
Level			
use the following tools with ease:			
Tape Measure			
Hand Saw			
Hammer			
Square			
Level			
DID THE STUDENT:			
stick to the task?			
appear to enjoy the task?			
need further instruction?			
at what point?			
how much time had elapsed?			
become frustrated with the task?			
at what point?			
how much time had elapsed?			

(USE THIS SPACE TO EXPLAIN ANY FRUSTRATION)

*Adopted from sample developed and used in the Building Trades program, Vermilion Occupational Technical Education Center, Danville, Illinois.

PROCESS ASSESSMENT

OBSERVED PERFORMANCES	YES	NO	COMMENTS
DID THE STUDENT:			
refer to the written instructions?			
how much?			
follow instructions well?			
oral			
written			
further explanations			
DID THE STUDENT:			
complete the task			
with sufficient ease?			
How much time elapsed from start to finish?			
Did the student appear confident during this activity?			
Did the student rush to finish and show a crude finished product?			

PRODUCT ASSESSMENT

MEASURABLE SKILLS	UNSATISFACTORY		SATISFACTORY		UNSATISFACTORY	COMMENTS
	1/4	1/8	0	1/8	1/4	
Measuring (1/8" tolerance)						
Cutting (1/8" tolerance)						
Squaring (1/4" tolerance)						
Leveling (1/8" tolerance on bubble)						

OVERALL COMMENTS AND RECOMMENDATIONS

STATEMENT OF PRESENT LEVEL PERFORMANCE

Source: Evans, R. N., Albright, L. & Fabac, J. Strategies for Assessing the Student's Present Level(s) of Performance. Urbana-Champaign, Illinois: University of Illinois, Bureau of Educational Research, 1978.

RESOURCE DOCUMENT #20

Steps Followed in Developing and Administering the Building Trades Entry Level Performance Sample

- *Identified common knowledge and skills within the vocational course.*

  After reviewing the course objectives, the instructor concluded that there were some tools, materials and equipment used throughout the course (e.g., crosscut saw, hammer, level, wood, nails). In designing the sample, the instructor decided that an assessment of the actual use of tools and materials (direct performance assessment) would provide a truer picture of the student's competence than would a written or verbal test over the use of these items (indirect performance assessment). Through direct observation of the student constructing a sample, the instructor was able to judge the extent to which the student 1) followed directions, 2) used tools and materials, 3) stayed with the task, and 4) constructed the product.

- *Provided instructions to the test administrator or observer.*

  A written instruction sheet was developed which included: 1) who should administer the sample, 2) material, equipment and tools needed, and 3) items needed and factors to be considered in administering the sample (Resource Document #19a).

- *Provided instructions to the student.*

  Written instructions to the student provided her/him with the rationale for completing the sample, the objective of the sample, the material/equipment and tools needed, and a detailed listing of procedures to follow to complete the task, along with drawings of each major step (Resource Document #19b).

- *Developed a Student Performance Rating Form.*

  A rating form for assessing the student's performance was also provided (Resource Document #19c). Suggestions for using this instrument were stated in the instructions to the administrator (Resource Document #19a).

- *Pilot tested and revised the sample.*

  This sample was administered to one student and revised several times following this try-out. The instructor plans to continue using this sample and, therefore, it is likely to undergo further revision.

Source: Evans, R. N., Albright, L. & Fabac, J. Strategies for Assessing the Student's Present Level(s) of Performance. Urbana-Champaign, Illinois: University of Illinois, Bureau of Educational Research, 1978.

RESOURCE DOCUMENT #21

TYPING-LANGUAGE SKILL SAMPLE

Introduction

The purpose of this sample is to determine the strengths of students in basic language skills which might affect performance in beginning typing. The test has been adapted from the Century 21 Typewriting textbook. It is also suitable for use with 20th Century Typewriting.

GRAMMAR

Directions to the student: Read each sentence. Pay close attention to the underlined part. Decide which sentence is correct, and write the letter of the correct sentence on the answer sheet.

1. a. One of the applicants are here to see you.
   b. One of the applicants is here to see you.

2. a. My mother and my father is away this week.
   b. My mother and my father are away this week.

3. a. Everyone in the class is typing well.
   b. Everyone in the class are typing well.

4. a. The jury has returned its verdict.
   b. The jury have returned its verdict.

5. a. All the food has been frozen.
   b. All the food have been frozen.

6. a. The cars don't work properly.
   b. The cars doesn't work properly.

7. a. Neither of the boys brought their lunch.
   b. Neither of the boys brought his lunch.

8. a. The winner of both events were from our school.
   b. The winner of both events was from our school.

9. a. Jane, who is a member of the class, has finished its work.
   b. Jane, who is a member of the class, has finished her work.

10. a. All of us have completed our project.
    b. All of us have completed his project.

*Permission received for use herein from Edwardsville School District, Illinois, and South-Western Publishing Company.

PUNCTUATION

Directions: Read each sentence. Decide which sentence is punctuated correctly. Write the letter of the correct sentence on the answer sheet.

11. a. If you can go we will go swimming.
    b. If you can go, we will go swimming.

12. a. We shall visit Chicago, St. Louis, and Dallas.
    b. We shall visit Chicago St. Louis and Dallas.

13. a. You know, Larry, that your paper is late.
    b. You know Larry that your paper is late.

14. a. Ellen was born on December 6, 1963.
    b. Ellen was born on December 6 1963.

15. a. She lives in Green Bay, Wisconsin.
    b. She lives in Green Bay Wisconsin.

16. a. He yelled, "Fire."
    b. He yelled, "Fire!"

17. a. When are you leaving for work.
    b. When are you leaving for work?

18. a. He named his three favorites: Dylan, Denver, and Collins.
    b. He named his three favorites Dylan, Denver, and Collins.

19. a. Mr. Jones is a door to door salesman.
    b. Mr. Jones is a door-to-door salesman.

20. a. Senator Percy Illinois went to the meeting.
    b. Senator Percy (Illinois) went to the meeting.

21. a. The book Laws was written by Benchley.
    b. The book Laws was written by Benchley.

22. a. She asked, When did the shipment arrive?
    b. She asked, "When did the shipment arrive?"

23. a. I read the article The Next Twenty Years.
    b. I read the article "The Next Twenty Years."

24. a. To criticize is easy, to help is not so easy.
    b. To criticize is easy; to help is not so easy.

25. a. Pay Mr. Smith's bill.
    b. Pay Mr. Smiths bill.

CAPITALIZATION

Directions: Read each sentence. Pay close attention to the underlined letters. Decide which sentence is capitalized correctly. Write the letter of the correct sentence on the answer sheet.

26. a. She said, "hard work is needed for success."
    b. She said, "Hard work is needed for success."

27. a. He will see President Carter on Friday.
    b. He will see president Carter on Friday.

28. a. We watched the canadians play hockey.
    b. We watched the Canadians play hockey.

29. a. We went on a picnic on Labor Day.
    b. We went on a picnic on labor day.

30. a. We went to church on Sunday.
    b. We went to church on sunday.

31. a. My father fought in World War II.
    b. My father fought in world war II.

32. a. Her favorite season is Spring.
    b. Her favorite season is spring.

33. a. The store is on Main street.
    b. The store is on Main Street.

34. a. The Boy Scouts had a meeting.
    b. The boy scouts had a meeting.

35. a. The assignment begins on Page 200.
    b. The assignment begins on page 200.

Spelling

Directions: Decide which one of the two words is spelled correctly. Write the letter of your answer on the answer sheet.

36. a. receive
    b. recieve

37. a. seperate
    b. separate

38. a. discribe
    b. describe

39. a. dinning
    b. dining

40. a. doesn't
    b. does'nt

41. a. Februarv
    b. Febuary

42. a. comming
    b. coming

43. a. stoped
    b. stopped

44. a. disapear
    b. disappear

45. a. embarrass
    b. embarass

WORD DIVISION

Directions: Decide which one of the two words is divided correctly. Write the letter of your answer on the answer sheet.

46. a. fin-n-cial
    b. fi-nan-cial

47. a. stress-ing
    b. stres-sing

48. a. sum-mer
    b. summ-er

49. a. run-ning
    b. rumn-ing

50. a. jump-ing
    b. jum-ping

PROBLEMS

Directions: Follow the instructions for each problem. Write the letter of your answer on the answer sheet. DO NOT WRITE ON THIS TEST.

51. The center of your paper is at 50 on your typewriter. To find the left margin, you subtract 1/2 of your typing line from the center point of your paper. Where do you set your left margin for a 60-space typing line?

a. 10 b. 20 c. 25 d. 30

52. There are 66 vertical typing lines on a full sheet of typing paper. To find the top margin, subtract the total number of typing lines needed for the problem from 66. Next, divide that number by 2. Finally, add 1, and that answer will be the number of lines needed for your top margin. If you need 30 lines for your typing problem, how many lines will you have in your top margin?

a. 14 b. 16 c. 18 d. 19

PROOFREADING

Directions: Read sentence. Decide if it is right or wrong. If the sentence is completely right, mark TRUE on the answer sheet. If the sentence has any mistakes in it, mark FALSE on the answer sheet.

53. My carr needs new tires.

54. The cost of living is rising.

55. You can paint teh house next week.

56. How do you know what todo with the mixer?

57. John wants to save his money for a motorcycle.

58. Mary is a net dresser.

59. Business letters should be neatly typed.

60. Next month I shall be gin my new job.

Source: Evans, R. N., Albright, L. & Fabac, J. Strategies for Assessing the Student's Present Level(s) of Performance. Urbana-Champaign, Illinois: University of Illinois, Bureau of Educational Research, 1978.

NAME: _____ TEST___

LANGUAGE SKILL TEST
ANSWER SHEET

GRAMMAR

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

PUNCTUATION

11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____

CAPITALIZATION

26. _____
27. _____
28. _____
29. _____
30. _____
31. _____
32. _____
33. _____
34. _____
35. _____

SPELLING

36. _____
37. _____
38. _____
39. _____
40. _____
41. _____
42. _____
43. _____
44. _____
45. _____

WORD DIVISION

46. _____
47. _____
48. _____
49. _____
50. _____

PROBLEMS

51. _____
52. _____

PROOFREADING

53. _____
54. _____
55. _____
56. _____
57. _____
58. _____
59. _____
60. _____

Grammar	/10
Punctuation	/15
Capitalization	/10
Spelling	/10
Word Division	/5
Problems	/2
Proofreading	/8

RESOURCE DOCUMENT #22

Description of a Series of Slide-Tape Presentations Entitled Jobs in America

Jobs In America Slide-Tape Shows

Jobs In America is a series of 15 slide-tape shows designed to present vocational information to persons of limited English-speaking ability. Each six- to eight-minute show deals with a specific job and consists of approximately 50 color slides showing persons engaged in the work.

Cassette tapes in English and six other languages accompany each show. The narration describes the nature of the work and gives basic facts about places of employment, tools and equipment used in the work, training required, opportunities for advancement, employment outlook, earnings, and working conditions. Vocabulary sheets explaining difficult or technical English words and phrases are available for discussion prior to viewing the shows.

A complete Jobs In America package includes:

15 sets of approximately 50 color slides each.

Unit 1 - Automobile Mechanics
Unit 2 - Carpenters
Unit 3 - Electronics Assemblers
Unit 4 - Clothing Machine Operators
Unit 5 - Office Workers
Unit 6 - Machinists
Unit 7 - Licensed Practical Nurses
Unit 8 - Welders
Unit 9 - Teacher Aides
Unit 10 - Data Entry Operators
Unit 11 - Cooks
Unit 12 - Beauticians
Unit 13 - Dental Assistants
Unit 14 - Building Maintenance Workers
Unit 15 - Drafters

105 cassette tapes (7 per show) containing narrations in:

English
Cambodian
Hmong
Laotian
Mien
Spanish
Vietnamese

Written scripts and vocabulary sheets accompany the English narrations.

Price of the complete package of 15 shows is $500. Individual components of the shows are priced as follows:

1 complete show (one occupation), including 50 to 60 slides, tapes in 7 languages, English script and vocabulary sheet: $50

1 set of slides in carousel (one occupation), without tapes: $25

1 individual tape (one occupation, one language): $5

There is a possibility that additional shows will be produced in the future. Any suggestions concerning topics of further shows would be welcomed.

CONTACT: GERALDINE H. PEARSON, DEVELOPMENTAL EDUCATION, PORTLAND COMMUNITY COLLEGE, 12000 S.W. 49TH AVENUE, PORTLAND, OREGON 97219 244-6111

Interview Comments:

Date of Interview_____

Name of Interviewee_____

Represents (Check one): __Student __Family
__School __Community agency

New or Verifying Information:_____

_____

_____

_____

_____

Recommendation (Check one):

__Referral

__No Referral

Program Plan (Briefly state major goals resulting from case history information) _____

_____

_____

_____

_____

_____ _____

Signature of Teacher Date

RESOURCE DOCUMENT #23

CASE HISTORY RECORD

Directions: Complete each item by gathering information with the informal collection techniques. If no information is available for an item, insert N.A.

Identifying Information:

Student's Name_____

Address_____

_____

Phone Number_____Age_____

Date of Birth_____

Sex____School_____

Grade Placement____Program_____

Names of Parents or Guardians:

_____

Mother

_____

Father

Occupations of Parents:

_____

Mother

_____

Father

Number of Siblings at Home_____

Ages of Siblings_____

_____

_____

Physical History:

Previous Accidents or Illnesses

_____

_____

Present Health (i.e., eating, sleeping, energy and activity levels)

_____

_____

Current Medical Treatment (diagnosis, medication, limitations)

_____

_____

_____

_____

Psychological Information:

Intelligence Tests:

Name: _____ Score: _____

_____ _____

Achievement Tests:

Math

Name: _____

Score: _____ Date Administered ____

Reading

Name _____

Score _____ Date Administered ____

Related Diagnostic Information (e.g., aptitude, perceptual motor, personality and interests).

Name	Findings	Admin. Date

Review of Cumulative Records:

Course Work _____

_____

Grades _____

Attendance _____

Anecdotal Record or Observation Comments and Recommendations _____

_____

_____

_____

Social and Personal Factors (Indicate a check (✓) if factor is present): __Poor Self-Concept

__Lacks Goals __Personality Defects

__Negative Attitude Towards Learning

__Unmotivated __Rebels Against Authority

__Anti-Social Behavior

Additional Comments _____

_____

_____

Work History:

Type of Previous and Current Work Experience

_____

_____

Vocational Strengths and Weaknesses (Indicate a check (✓) if factor is a problem.

__Academic __Motoric __Physical

__Personality __Social

Additional Comments _____

_____

_____

_____

_____

_____

ABSTRACTS OF TESTS

Selected Abstracts in this Section were taken from the following sources:

1. Terdy, Dennis, Testing Instruments and Procedures for Adult English as a Second Language. Illinois Statewide ESL/AE Service Center. Arlington Heights, Illinois, August 1981.

2. Terdy, Dennis, Descriptive Bibliography of Bilingual Tests for the Secondary Level. Bilingual Education Service Center. Arlington Heights, Illinois, Revised March 1980.

A. English-as-a-Second Language Oral Tests

1. Ilyin Oral Interview, Donna Ilyin

Grade Range:	7-Adult
Can be Administered to:	Individuals
Time for Administration:	5-30 minutes
Language:	English
Source:	Newbury House Publishers 68 Middle Road Rowley, MA 01969

The Ilyin Oral Interview is designed to test a student's ability to use English orally in response to hearing it in a controlled situation. The interview may be used to place incoming students in an appropriate level English as a Second Language class; to show achievement gains in a pre/post-test situation; or to correlate an individual's oral proficiency with his performance on tests that require reading or writing skills. The interview consists of 50 items, progressing from simpler to more difficult. Each item is scored for accuracy of information and accuracy of structure, including word order, verb structure and other structures; pronunciation and fluency are not scored.

2. The Original John Test

Grade Range:	7-Adult
Can be Administered to:	Individuals
Time for Administration:	Variable
Language:	English
Source:	Linc Publications 2112 Broadway - Suite 515 New York, NY 10023

This is an oral language proficiency test. There are two forms of the Original John Test available: short form and long form. The short form consists of two parts. Part I consists of structured questions around accompanying illustrations. Part II consists of open ended discussion questions.

The long form is comprised of three parts: Part I has structured questions from the accompanying illustrations, part II connected discourse rating pronunciation fluency, vocabulary, and structure and part III consists of forming questions from answers given by the teacher or test administrator.

3. English as-a-Second Language Oral Assessment (ESOLA)

Grade Range:	7-Adult
Can be Administered to:	Individuals
Time for Administration:	3-15 minutes
Language:	English
Source:	Literacy Volunteers of America, Inc. Sixth Floor Midtown Plaza 700 East Water Street Syracuse, NY 13210

This test uses a flip chartbook to measure a student's oral production and aural comprehension. There are four levels, including: (1) no oral response necessary, (2) assesses survival vocabulary, (3) assesses ability to answer information questions, and (4) assesses ability to use English forms accurately.

4. Oral Placement Tests for Adults

Grade range:	Beginning to Intermediate
Can be Administered to:	Individuals
Time for Administration:	3-15 minutes
Language:	English
Source:	Southwest Cooperative Educational Laboratory, Inc. 1414 San Mateo Boulevard, S.E. Albuquerque, NM 87108

This is a 46 item test which is divided into 4 parts: (1) social conversation, (2) repetition, (3) more involved conversation, and (4) structural changes. The student responds to questions and responses are evaluated as directed in the test manual. The test will provide a measure of oral production and aural comprehension skills.

5. The Peace Corps Language Proficiency Interview

Grade Range:	Beginning to advanced
Can be Administered to:	Individuals
Time for Administration:	5-15 minutes
Language:	English
Source:	Wilds, Claudia P. "The Oral Interview Test." In Jones and Spoilsky (eds.), Testing Language Proficiency. Center for Applied Linguistics, 1975.
	"Disruption of the Peace Corps Language Proficiency Interview" (Both available through the Illinois Statewide ESL/AE Service Center.)

This test was developed by the Foreign Service Institute to evaluate language proficiency of Peace Corps members in training. Criteria could be adapted by ESL teachers to develop their own oral interview.

Rates speakers on pronunciation, accent, grammar, vocabulary, fluency, and listening comprehension.

Interview is tape recorded and then rated on a scale from 1 to 5. Score of 1 = speaker able to do simple tasks such as ordering meals, etc. 5 = language proficiency equivalent to a native speaker.

6. The Bilingual Vocational Oral Proficiency Test (BVOPT)

Grade Range:	Adults
Can be Administered to:	Individuals
Time for Administration:	30 minutes
Language:	English
Source:	Melton Peninsula Inc. 1949 Stemmons Freeway, Suite 690 Dallas, TX 75207 (214) 651-1703

The Bilingual Vocational Oral Proficiency Test (BVOPT) is the only test that has been developed specifically for use with limited English proficient students in bilingual vocational training programs. This test measures oral proficiency (listening and speaking) rather than reading and writing skills. This test serves a dual function, it assists in the placement of students in vocational training programs,

and then helps in assessing vocational English skills when training is completed.

It is important to note that though this test was designed specifically for one kind of program--bilingual vocational training--this test is appropriate for any program whose students are adolescents, adults, limited speakers of English, and involved in learning either vocational or life skills. Some appropriate programs would include: manpower, adult basic education, special education programs, continuing education programs.

The test consists of the following four parts:

1. Questions and Answers
2. Open-ended Interview
3. Elicited Imitiation
4. Imperatives (based on colorful photos)

7. Functional Language Survey

Grade Range:	K-12
Can be Administered to:	Individuals
Time for Administration:	7-15 minutes, not timed
Language:	English
Source:	Chicago Public Schools Department of Research and Evaluation 228 North LaSalle Street Chicago, IL 66061

The Functional Language Survey is not a test, but rather a survey of students ability to comprehend and produce English. It consists of a total of 15 questions in 3 sections.

1) Comprehension
2) Production/Repetition
3) Comprehension/Production

The FLS technical manual states that it is imperative that examiners complete an inservice training session. It is important to practice administering and scoring student results on the instrument because of the subjectivity of scoring.

B. Bilingual Tests

1. Bilingual Syntax Measure II

Grade Range:	3-12
Can be Administered to:	Individuals
Time for Administration:	10-15 minutes
Language:	English and Spanish
Source:	TEST Department Harcourt Brace Jovanovich, Inc. 757 Third Avenue New York, NY 10017

The bilingual Syntax Measure II (BSM) is designed to measure a student's oral proficiency in English and/or Spanish grammatical structures by using natural speech as a basis for making judgements. The BSM encourages students to express their thoughts and opinions freely. The syntactic structures that the students use to express these thoughts are the important indicators for structural proficiency.

The BSM II is designed primarily for students who are 10 years and older and who are enrolled in classes from grades 3-12. To elicit natural speech simple questions are used with cartoon-type pictures to provide the framework for a conversation with the child. An analysis of the students speech in asnwering these questions yields a numerical indicator and a qualitative description of the child's structural language proficiency range from Level 1 where the student neither speaks nor comprehends the language in which the test is being administered to Level 5 where the student is as proficient as his peers who are native speakers of that language.

The BSM is available in two languages - BSM-E (English) and BSM-S (Spanish). The Picture Booklet contains seven cartoon-type pictures and is used for the administration of either the BSM-E or the BSM-S. Two Manuals - one in English, one in Spanish -- contain directions for administering the tests, scoring procedures, a description of the proficiency levels, and suggestions for instructional uses. There are two response booklets--each contains specific directions to the examiner, the questions that the student is to be asked, and spaces for recording and scoring the student's responses. The supplementary technical material contains the rationale and various types of technical data of interest to researchers.

2. Bahia Oral Language Test (BOLT)

Grade Range:	7-12
Can be Administered to:	Individuals
Time for Administration:	Variable
Language:	English
Source:	BAHIA, Inc. P.O. Box 9337 North Berkeley Station Berkeley, CA 94709

This Oral language test developed and field tested in California consists of 20 items divided into four levels. The test uses syntactical development or proficiency as the foundation to its rating system. The authors state "The BOLT test is a comprehensive intermediate and secondary English language proficiency test that assesses oral language skills ranging from understanding simple sentence patterns to using complex syntactical forms of the language."

The test kit consists of the test manual, picture booklet, 30 answer sheets and a class record book. Technical report consisting of reliability and validity data is also available.

3. Test of Aural Comprehension, Robert Lado

Grade Range:	7-Adult
Can be Administered to:	Groups
Time for Administration:	40 minutes
Language:	English
Source:	English Language Institute University of Michigan 2001 N. University Bldg. Ann Arbor, MI 48109

This objective test consists of 60 items available in three forms. The student hears a passage then sees a picture and selects the correct dipiction of the item. Also, the student reads a statement then chooses the appropriate response.

C. English-as-a-Second Language Reading Tests

1. Botel Reading Inventory, Morton Botel

Grade Range:	7-Adult
Can be Administered to:	Groups or Individuals
Time for Administration:	5-10 minutes per test
Language:	English
Source:	Follett Publishing Company 1010 W. Washington Chicago, IL 60607

This test to diagnose reading skills has four parts, (1) Decoding test to measure awareness of letter sounds and rhyming and spelling patterns, (2) Spelling test to measure ability to spell high frequency words, (3) Word recognition to measure oral reading fluency, and (4) Word opposites to measure vocabulary comprehension skills. There are scoring sheets and a manual included.

2. An English Reading Test for Students of English as a Foreign Language, Harold King and Russel Campbell

Grade Range:	Intermediate to advanced
Can be Administered to:	Groups or individuals
Time for Administration:	30 minutes
Language:	English
Source:	English Language Services 14350 N.W. Science Park Dr. Portland, OR 97229

This 50 item test has 18 vocabulary and 32 reading comprehension multiple choice questions to measure reading skill. Students select the correct word to complete a sentence in the vocabulary questions and read a short passage and answer questions about the reading in the reading comprehension questions, scores are reported in percentages corresponding to 8 levels.

3. Slosson Oral Reading Test (SORT), Richard Slosson

Grade Range:	Beginning to advanced
Can be Administered to:	Individuals
Time for Administration:	5-15 minutes
Language:	English
Source:	Slosson Educational Publishing P.O. Box 280-A East Aurora, NY 14052

This test uses 9 word lists spanning first grade to high school (20 words each list) to measure oral reading fluency. The student reads orally from a list of words. Student continues until he/she mispronounces or is unable to read almost all 20 words. The raw score is the total number of words the student can read. This is converted into a grade level score.

4. Adult Basic Reading Inventory (ABRI), Richard Burnett

Grade Range:	Beginning and Intermediate
Can be Administered to:	Individuals and groups
Time for Administration:	Less than 60 minutes
Language:	English
Source:	Scholastic Testing Service 480 Meyer Road Bensenville, IL 60106

This test will identify adults' reading abilities from complete illiteracy to fifth grade level. The test has five parts, including (1) Sight words with pictures, (2) Sound and letter discrimination, (3) Word meaning through listening, (4) Word meaning through reading, and (5) Context reading. The test scores can be correlated to ESL levels (reading).

5. Adult Informal Reading Test (AIRT), Robert E. Leibert

Grade Range:	1-10
Can be Administered to:	Individuals
Time for Administration:	Varied
Language:	English
Source:	University of Missouri-Kansas City Division of Reading Education Education Building 52nd and Holmes Kansas City, MO 64110

This is a two-part test used to diagnose oral reading ability and reading comprehension. Part I of the test uses word lists from graded readers; Part II requires reading passages and comprehension questions.

6. Testing for Literacy, Donna McGee and Cheryl Jibodh

Grade Range:	Beginning
Can be Administered to:	Individuals
Time for Administration:	Varied
Language:	English
Source:	Handout available on request from the ELS Service Center. Developed at the Vancouver Community College, Vancouver, British Columbia.

This test to determine literacy needs and skills uses materials commonly available at a regular school testing/registration site. The test requires students to fill out basic forms, read words and phrases on signs repeat letters and words, and hold a book in the proper direction and find a page on request. Problems and abilities are noted on registration form.

7. Inter-American Series - Test of Reading and Prueba de Lectura

Grade Range:	Level 3, ages 9-11, grades 4-6 Level 4, ages 12-14, grades 7-9 Level 5, ages 15-18, grades 10-12
Can be Administered to:	Groups
Time for Administration:	52 minutes for level 5
Languages:	Spanish and English
Source:	Guidance Testing Associates St. Mary's University One Camino Santa Maria San Antonio, TX 78284

This is a series of tests in reading which has parallel forms in Spanish and English. The series has pre- and post-test forms so that you measure the same skills but through different items each time. The author of the test believes that the test measures not only achievement in reading itself, but estimates the ability to do school work in other areas.

The test of reading, both in Spanish and English, includes tests in five levels of difficulty.

D. English-as-a-Second Language Writing Tests

1. Test of Ability to Subordinate, David N. Davidson

Grade Range:	High School-Adult
Can be Administered to:	Groups
Time for Administration:	35 minutes
Language:	
Source:	LINC Publications 2112 Broadway Room 515 New York, NY 10023

This Writing Test is appropriate for students at the intermediate and advanced levels. It is an easily scoreable objective test measuring students' abilities to manipulate particular grammatical structures of subordination among these being participial, gerund, and prepositional phrases and noun, adverbial and relative clauses.

Example: 44. a. We have a doctor. b. We like him very much.

We have a doctor_____very much.

Answer: that/who/whom/we like

2. Dictation

Grade Range:	Varied
Can be Administered to:	Groups and individuals
Time for Administration:	Variable
Language:	English
Source:	Various

Dictation tests as an integrative test measure can be administered in various ways. First of all, selection of the passage should be made from general reading selections either used in the class or from general interest materials. The length of the passage should be sufficient to provide enough information to evaluate the student's performance but not too lengthy to become boring and uninteresting to the student.

Suggested administrative procedure of dictation tests from Teaching English as a Second Language Techniques and Procedures by Christina Bratt Paulston and Mary Bruder, 1976, Winthrop Publishers, Cambridge, MA, are as follows:

2. Dictation (continued)

A) Read the passage at a normal speed while students listen.

B) Repeat the passage in "meaningful mouthfuls" with pauses for students to write, (Paulston and Bruder suggest varying length of pauses depending on students' proficiency levels.)

C) When finished with the second reading, reread the entire passage at a normal speed so the students can check their work.

Evaluation can focus on spelling, word ommissions, grammatical errors and punctuation errors. The final score can be reported as a general score on perhaps a 1-5 scale or on a scale concerned with the number of possible errors that can be made.

E. English-as-a-Second Language Written Grammar Tests

1. Diagnostic Test for Students of English-as-a-Second Language

Grade Range:	High School-Adult
Can be Administered to:	Groups
Time for Administration:	60 minutes
Language:	English
Source:	McGraw-Hill International Book Co. 1221 Avenue of the Americas New York, NY 10020

This test is designed to assess knowledge of English structure and idiomatic vocabulary through 150 multiple-choice questions. The test can be used to determine whether special instruction is necessary; to place students in classes of different levels of proficiency; or to aid in the preparation of lesson plans. The instruction sheet which accompanies the test booklets and answer sheets contains a short section on scoring and interpretation.

2. Structure Tests - English Language (STEL), Jeanette Best and Donna Ilyin

Grade Range:	7-Adult
Can be Administered to;	Groups
Time for Administration:	30 minutes
Language:	English
Source:	Newbury House Publishers 68 Middle Road Rowley, MA 01969

The STEL consists of 6 tests of English structure which can be correlated with the Ilyin Interview tests for placement of students. Two forms each of Beginning, Intermediate and Advanced tests are available.

3. Examination in Structure, Robert Lado and Charles Fries

Grade Range:	7-Adult
Can be Administered to:	Groups
Time for Administration:	60 minutes
Language:	
Source:	English Language Institute 2001 N. University Building University of Michigan Ann Arbor, MI 48109

This is a 150 item test on a large number of grammatical points, not identified with any specific test, but limited to the basic structures of English. Approximately 65 per cent of it is multiple-choice; the remaining 35 percent consists of completion items for testing question words, negation, sentence order, etc. No manual or norms exist for this test. It can be very useful to the teacher as a source of diagnostic information on the problem areas in grammar.

4. English-as-a-Second Language Placement Test (EPT)

Grade Range:	7-Adult
Can be Administered to:	Groups
Time for Administration:	30 minutes
Language:	English
Source:	Donna Ilyin ALEMANY Adult School 750 Eddy Street San Francisco, CA 94109

This multiple choice grammar test consists of two levels: Level I - 100, 200, 300 and Level II - 400, 500, 600 for advanced students. Each level has 50 multiple choice items. The student is asked to choose the correct response of the three answers written and mark it on an answer sheet.

The tests place students in one of three levels.

5. English Language Skills Assessment in a Reading Context (ELSA), Ilyin, Lee, Levy, and Doherty

Grade Range:	Beginning to advanced
Can be Administered to:	Groups or individuals
Time for Administration:	
Language:	English
Source:	Newbury House 69 Middle Road Rowley, MA 01969

This tests is to evaluate student's understanding of meaning in context and grammatical ability. For placement or achievement.

Five forms of tests spanning beginning to advanced. Multiple cloze format in either a conversation or narrative story, 25 items each form.

Student selects one of four suggested answers to complete each sentence of the story.

F. English-as-a-Second Language Multiple Skills Tests

1. Language Assessment Scales, Ed de Avila

Grade Range:	Level II, 6-12
Can be Administered to:	Individuals
Time for Administration:	15-20 minutes
Languages:	Spanish and English
Source:	De Avila, Duncan and Associates P.O. Box 770 Larkspur, CA 94939 (415)525-1844

The LAS, both in Spanish and in English, measures phoneme production, ability to distinguish minimal sound pairs, oral lexical production, aural syntax (sentence) comprehension, oral syntax production, and ability to use language for pragmatic ends. A writing component is an additional component to level II only.

The LAS gives an overall picture of the student's linguistic ability by separately assessing the component parts of the language system.

The test supplement provides games and activities which could be used to help the student learn specific behaviors in areas in which the student is weak according to the test results.

2. Language Assessment Battery (LAB)

Grade Range:	Level III, 7-12
Can be Administered to:	Level III has a total of 92 items. Tests 1,2 and 3 are group administered and Test 4 is individually administered.
Time for Administration:	Test 1, approx. 8 minutes Test 2, approx. 20 minutes Test 3, approx. 8 minutes Test 4, approx. 5 munutes
Languages:	Spanish and English
Source:	Houghton Mifflin Co. Geneva, IL

2. Language Assessment Battey (LAB) (continued)

The Language Assessment Battery (LAB) is designed to assess reading, writing, listening comprehension and speaking in English and Spanish of children in Kindergarten through grade twelve (k-12). The areas included in LAB are defined as follows:

1) Reading - the recognition of morphological and syntatical structures and comprehension of English and Spanish in graphic form.

2) Writing - the recognition of the grammatical signals of the language in graphic form.

3. Comprehensive English Language Test (CELT), D.P. Harris and L.A. Palmer

Grade Range:	High School-Adults
Can be Administered to:	Groups
Time for Administration:	About 2 hours
Language:	English
Source:	McGraw-Hill International Book Co 330 West 42nd Street New York, NY 10036

Designed to assess the English language proficiency of non-native speakers, the Comprehensive English Language Test (CELT) provides a series of easy-to-administer tests, especially appropriate for intermediate and advanced high school, college, and adult English as a second language programs. The CELT consists of three multiple-choice tests: Listening, Structure, and Vocabulary, which may be used separately or as a complete battery. All the CELT tests use a separate answer sheet and a reusable test booklet. Norms and other data are available in a Technical Manual.

The Listening Test measures the ability to comprehend short statements, questions, and dialogues as spoken by native speakers of English; it contains 50 items and takes about 40 minutes. The Structure Test has a total of 75 items to be answered in 45 minutes, and measures the ability to manipulate the grammatical structures occurring in spoken English. With a total of 75 items and an administration time of 35 minutes, the Vocabulary Test assess the understanding of the kinds of lexical items which occur in advanced English reading.

4. Michigan Test of English Language Proficiency

Grade Range:	High School-Adult
Can be Administered to:	Groups
Time for Administration:	75 minutes
Language:	English
Source:	English Language Institute 2001 N. University Building University of Michigan Ann Arbor, MI 48109

This test consists of three parts: Grammar, Vocabulary and Reading Comprehension. It can be used diagnostically for placement, or as a post-test to see how much the student has learned. The test consists of 100 items: 40 in the grammar sections, 40 in the vocabulary and 20 in reading comprehension.

It is totally non-verbal. The test may be best suited for intermediate and advanced students.

5. Orientations in American English Placement Test, Marjorie Frank (1974)

Grade Range:	7-Adult
Can be Administered to:	Individuals (oral) Groups (written)
Time for Administration:	Varied
Language:	English
Source:	Institute of Modern Languages, Inc. 2622 Pittman Drive Silver Springs, MD 20910

This test was designed to place students in one of five levels of the Orientations in American English Series. The questions and structures tested correspond to the various levels of the texts with the series.

The Aural/Oral Test consists of two parts. In each the student is asked to answer questions in complete sentences. The sentences are evaluated and scored similar to the following written exam. The Written Test administered to groups consists of three parts. In part I students are orally asked 7 questions to which they write responses. Part II uses illustrations with accompanying written questions to which the student must also write answers. Part III is a reading section which consists of a brief passage and 4 or 5 follow-up comprehension questions to which the students must write answers.

The final rating system suggested by the testing manual places students in one of five levels.

6. New Horizons in English — Book 1 & 2, Book 3 & 4, Book 5 & 6

Grade Range:	Beginning to advanced
Can be Administered to:	Groups
Time for Administration:	Oral - 30 minutes Written - 50 minutes
Language:	English
Source:	Addison - Wesley Publishing Co. 1843 Hicks Road Rolling Meadows, IL 60008

This test measures ESL learning progress based on the content of the New Horizons series. Each test has two parts: Oral/Aural and Written. There are two test forms for each level, one to be given after the first half of the book is taught and the second after the book is completed.

G. Native Language Tests

1. Inter-American Series, H. T. Manuel

Grade Range:	Pre- K-13
Can be Administered to:	Groups
Time for Administration:	14 - 52 minutes
Languages:	English, Spanish, (Italian, French)
Source:	Guidance Testing Associates 6516 Shirley Avenue Austin, TX 78752

Available from Guidance Testing Associates are the Inter-American Tests (New Series) and the Cooperative Inter-American Tests (1950 Series). These instruments include: the Tests of General Ability; the Tests of Reading; Comprehension of Oral Language; Reading and Number; Inventory of Interests; the CIA Tests of General Ability; the CIA Tests of Reading; CIA Language Usage; CIA Natural Sciences; and CIA Social Studies.

All of these tests are published in English and Spanish editions, using "standard" language forms with parallel content. In schools with both English and Spanish-speaking students, the children can be tested in their native language and the scores will be comparable. In addition, the tests can be used to compare the abilities of the same child in the two languages. The latest catalog indicates that a limited number of editions are also available in Italian and French.

Although various norms based on results found by different users of the tests are presented in the Test Manual, the author recommends the use of regional or local norms prepared by the examiner.

TESTS OF GENERAL ABILITY: Designed to estimate academic ability in general, the Tests of General Ability are not measures of general intelligence. There are six different levels, ranging from preschool through high school. The Preschool Level may be individually-administered in two periods of about 20 minutes each, and yields a Verbal-Numerical score, a Nonverbal score, and a Total score. The Level 1 tests, designed to measure readiness for first grade, is recommended for administration to small groups in two periods of about 25 minutes each, and yields a Verbal-Numerical score, a Nonverbal score, and a Total score. The Level 2 Test of General Ability for use in grades 2 and 3 may be administered to groups in about 45 minutes; it also yields a Verbal-Numerical score, a Nonverbal score, and a Total score. Levels 3, 4, and 5, for grades 4-13, may be group-administered in about 52 minutes, and yield Verbal, Nonverbal, Number, and Total scores.

TESTS OF READING: Designed to measure achievement in reading comprehension and vocabulary, the Tests of Reading come in five levels, for administration to groups of children in grades 1-13. The Level 1 test takes about 18 minutes and yields Vocabulary, Comprehension, and Total scores; the children read a word, sentence, or paragraph, and select

one of four pictures in the test booklet. The Level 2 instrument, designed for use in the second semester of grade 2 and in grade 3, can be administered in about 23 minutes, and yields scores for Level of Comprehension, Speed of Comprehension, Vocabulary, and Total; answers are marked directly in the test booklet. Levels 3, 4, and 5, for grades 4-13, take about 41 minutes, and yield Vocabulary, Speed of Comprehension, Level of Comprehension, and Total scores; separate answer sheets are used.

COMPREHENSION OF ORAL LANGUAGE: A short test designed to estimate a child's ability to understand simple words or phrases read to him in in English or Spanish. The Comprehension of Oral Language Test can be group-administered in about 20 minutes to children in grades K-3. The children simply mark a picture in response to simple expressions read by the teacher. No information on norms is as yet available.

READING AND NUMBER: The Test of Reading and Number is designed as an achievement measure of basic skills in reading and simple numerical operations at the end of grade 3 and grade 4. Both the reading and number sections of the test consist of two parts, and group-administration takes about 34 minutes. Psychometric data is not yet available.

INVENTORY OF INTERESTS: Designed for use by counselors of adolescents and adults, the Inventory of Interests asks for an expression of the degree of interest in more than 100 occupations and in 56 academic subjects. This instrument is untimed and should be individually-administered.

CIA TESTS OF GENERAL ABILITY: Part of the 1950 series, the Cooperative Inter-American Tests of General Ability are available on three levels. The Primary tests, for grades 1-3, may be administered in two periods of about 25 minutes each, and measure Oral Vocabulary as well as Classification and Association. The Intermediate tests, for grades 4-7, yield Nonverbal and Verbal scores; answers are recorded on separate answer sheets and administration takes about 34 minutes. The Advanced tests, for grades 8-13, can be administered in about 34 minutes and yield Nonverbal and Verbal scores.

CIA TESTS OF READING: Another part of the 1950 series, the CIA Tests of Reading are available on three levels to measure achievement in reading. The Primary test can be administered to grades 1-3 in about 16 minutes, and yields Vocabulary, Comprehension, and Total scores. The Intermediate test, for grades 4-7, takes about 40 minutes to give, and yields Vocabulary, Comprehension, and Total scores. The Advanced test, for grades 8-13, can be administered in about 40 minutes, resulting in Vocabulary, Comprehension, and Total scores.

CIA LANGUAGE USAGE: The CIA Language Usage Test is designed for students of English or Spanish as a Second Language. The testing time is about 35 minutes, and the scores are for Active Vocabulary, Expression, and Total.

CIA NATURAL SCIENCES: VOCABULARY AND INTERPRETATION OF READING MATERIALS: The CIA National Sciences Test is designed to estimate ability to read and understand scientific materials in grades 8-13. This instrument may be administered to groups in about 40 minutes, yielding Vocabulary, Interpretation, and Total scores. Part of the 1950 series, this test may be somewhat dated though still usable.

CIA SOCIAL STUDIES: VOCABULARY AND INTERPRETATION OF READING MATERIALS: Designed to estimate ability to read and understand social studies materials, the CIA Social Studies Test can be used in grades 8-13. Testing time is about 40 minutes, and separate answer sheets are used; three scores result: Vocabulary, Interpretation; and Total.

2. Language Assessment Battery (LAB) - Levels I-III

Grade Range:	K-12: Level 1, grades K-2; Level II, grades 3-6; Level III, grades 7-12
Can be Administered to:	Individuals
Time for Administration:	Level I, 5-10 minutes; Level II, approximately 41 minutes
Languages:	Spanish, English
Source:	Houghton Mifflin Compnay Test Department P.O. Box 1970 Iowa City, IA 52240

This norm-referenced instrument is composed of parallel English and Spanish versions. Level I contains 40 items; Level II contains 92 items. The instrument is first administered in English. The administrator then uses the Spanish version to test students who scored below a designated cutoff point. Students respond orally, by pointing, by writing in the test booklet, and by marking answer sheets (on Level II only). Individual administration is required for Level I and for part of Level II.

3. Language Dominance Survey

Grand Range:	K-8
Can be Administered to:	Individuals
Time for Administration:	10 minutes
Languages:	Spanish, English
Source:	Los Nietos School District Bilingual Program P.O. Box 2006 Los Nietos, CA 90619

This rating scale is designed to provide a rough estimate of the language dominance of a student whose parents are native Spanish speakers as determined by the LANGUAGE DOMINANCE SURVEY (To Be Completed By Parents). The Spanish and English forms of this scale each contain 10 parallel items. In response to the administrator's oral questions and commands, the student performs specific tasks and answers questions related to daily living situations. Responses are hand scored. Individual administration is required.

4. San Bernardino Language Dominance Survey

Grade Range:	K-12
Can be Administered to:	Individuals
Time for Administration:	20 minutes
Languages:	Spanish, English
Source:	Learning Concepts 2501 North Lamar Austin, TX 78705

This survey measures the listening and speaking skills of students in grades K-1 and the listening, speaking, reading, and writing skills of students in grades 2-6. There are 21 items for grades K-1 and 37 for grades 2-6. The test administrator asks parallel but not identical questions first in English and then in Spanish. Students respond orally, in writing, and by pointing to pictures on a chart. Answers are hand scored. Individual administration is required.

H. Vocational Interest Tests

1. Kudor DD Occupational Interest Survey

Grade Range:	11th-Adults
Can be Administered	Individuals and groups
Time for Administration:	30-40 minutes
Languages:	Spanish, Vietnamese, English
Source:	CHESS and Associates 2759 Steeple Chase Lane Diamont Bar, CA 91765 (714) 598-5761

The Kuder Occupational Interest Survey--Form DD (KOIS) is an empirically keyed interest inventory derived separately from the Kuder A, B, C, and E. Based upon similar responses to the other Kuder instruments, the KOIS then compares the individual's activities report to those of individuals in criterion vocations and college majors rather than worker interest areas. Though this appears analogous to the old Strong Vocational Interest Blank (SVIB), the KOIS compares item responses with responses by criterion group members rather than with differences between criterion group members and an in-general group of men or women as in the SVIB. The KOIS is devised for: "Use with H.S. students in 11th or 12th grade to supply information that may help them in making a vocational choice or a field of study...With college freshmen, in group sessions or individually, to help them in selecting a major field of study."

The measure consist of 100 triads of activities from which the individual selects the activity liked most and least. The individual is scored on all 114 occupational, 48 college majors, 1 verification, and 8 experimental scales, though separate occupational and college major scores exist for males and females. The ten highest scores in both college majors and occupations for each sex is listed separately in rank order.

2. Geist Picture Interest Inventory for Men, H. Geist

Grade Range:	8-Adults
Can be Administered to:	Groups
Time for Administration:	About 25 minutes
Languages:	English and Spanish
Source:	Psychological Services 12031 Wilshire Blvd. Los Angeles, CA 90025

Standardized on Spanish-speaking and bilingual subjects, the Spanish Edition of the Geist Picture Interest Inventory for Men identifies the vocational and avocational interests of Spanish-speaking and bilingual men and boys. The Geist Inventory consists of 44 sets of three drawings to measure interests in 11 general areas; the subjects circles which of the three drawings illustrates the occupation or a vocation he prefers. A Motivation Questionnaire can be administered separately to explore motivations behind occupational choices. The Manual is available both in English and in Spanish.

3. JOB-O

Grade Range:	9-Adults
Can be Administered to:	Groups or individuals
Time for Administration:	Varies
Languages:	Spanish and English
Source:	CFKR Career Materials, Inc. P.O. Box 4 Belmont, CA 94402 (415)593-0616

The primary purpose of JOB-O is to start the student in the process of self-awareness, career-awareness, and career exploration. After the completion of JOB-O, it is hoped that the student will evaluate interests and personal needs, consider educational goals and reach a tentative career decision.

JOB-O can be used on all educational levels. The purposes for its use will vary from self and career awareness at the intermediate school level to making final job decisions at the secondary, college, and adult levels. JOB-O can be given in classes, or as a group activity, or individually.

4. COPS (California Occupational Preference System)

Grade Range:	9-Adults
Can be Administered to:	Individuals or groups
Time for Administration:	30-40 minutes
Language:	English
Source:	Educational and Industrial Testing Service P.O. Box 7234 San Diego, CA 92107

The California Occupational Preference System (COPS) is a measure that provides job activity interest scores related to occupational clusters. Its publisher claims that it is particularly appropriate for these applications: 1) classroom group guidance units in exploring the world-of-work, 2) as an introduction to the use of the DOT, OOH, and other sources of information about the world-of-work, 3) assist students in planning their major or training programs and specifying information on occupational opportunities, and 4) for individual counseling. The COPS is based on a factor analysis of occupational interests. The resulting structure divides the world-of-work into nine clusters with some of the clusters divided into two levels (professional and skilled).

The COPS contains 168 items answered on a four-point scale from "like very much to dislike very much." Responses are scored on scales in nine areas with two occupational levels in five of those areas.

5. Wide Range Interest Opinion Test (WRIOT)

Grade Range:	K-Adults
Can be Administered to:	Groups
Time of Administration:	40-60 minutes
Language:	English
Source:	Jastak Associates, Inc. 1526 Gilpin Avenue Wilmington, DE 19806

The Wide Range Interest-Option Test (WRIOT) was designed to cover as many areas and levels of human activity as possible and at the same time be useful for persons with minimal reading abilities. This instrument has a theoretical base assuming the measurability of a wide range of human traits, attitudes, levels, and areas of integration. The norms are limited and only split-half reliabilities are given to a comparison with the Geist (concurrent validity).

The measure is composed of 450 pictures arranged in 150 combinations of three. There are 18 scales for the interest portion of the measure and 9 for the attitude portion. Norms are provided for adult males and females and for junior and senior high school students, gathered in Deleware in about 1971. The measure takes about 40-60 minutes to administer and requires a very minimal reading level (in fact the descriptions of the pictures in the administrator's manual require only about a 5th grade reading level).

The WRIOT is a broad based interest inventory that can readily be used with the student with minimal reading ability. The appearance is attractive and the pictures are well done. Predictive use, however, will have to be foregone due to the great lack of reliability and validity information. As the author states: "...the WRIOT will have to be validated by those who use it."

6. General Aptitude Test Battery (GATB)

Grade Range:	High School-Adults
Can be Administered to:	Groups
Time of Administration:	2½ hours
Language:	English, Spanish
Source:	Superintendent of Documents Government Printing Office Washington, DC 20402

The GATB is composed of 12 tests which measure nine aptitudes. The Manual for the USES General Aptitude Test Battery is composed of four separately bound sections as follows:

1. Section I - Administration and Scoring, B-1002: Contains procedures for administration and scoring of the 12 tests comprising the GATB B-1002 and the tables used in converting raw test scores to aptitude scores.

2. Section II - Occupational Aptitude Pattern Structure: Contains the GATB Occupational Aptitude Pattern structure used for counseling purposes. Occupational Aptitude Patterns (OAP's) for adults and 9th and 19th graders are shown for 62 occupational families.

3. Section III - Developmental: Contains technical information on the development of the GATB.

4. Section IV - Specific Occupcations: Contains the GATB minimum aptitude requirements for specific occupations. Also includes alphabetical and industrial indexes to the occupations covered.

7. Non-reading Aptitude Test Battery (NATB)

Grade Range:	High School-Adults
Can be Administered to:	Groups
Time of Administration:	3 hours & 10 minutes
Language:	English, Spanish
Source:	Must be obtained through a State Employment Service Office

The NATB measures the same aptitudes as the more familiar GATB (General Aptitude Test Battery). The NATB is not available to the general public;

however, under certain conditions, authorized personnel at non-profit institutions may administer this test battery. Clearance must be obtained through a State Employment Service Office. Some subtests of the NATB might be administered with a bilingual/bicultural interpreter, or only those subtests which can be administered non-verbally might be given.

The NATB is composed of 14 tests measuring the nine GATB aptitudes. The NATB was developed for use with educationally deficient individuals who do not have sufficient literacy skills to take the GATB. The Manual for the USES Nonreading Aptitude Test Battery is composed of two separately bound sections as follows:

1. Section 1 - Administration, Scoring and Interpretation: Contains procedures for administration of scoring of the 14 tests comprising the NATB, tables used in coverting raw scores into aptitude scores, and interpretation of aptitude scores using the Occupational Aptitude Pattern (OAP) structure of the GATB and Specific Aptitude Test Batteries (SATB's).

2. Section 2 - Development: Contains technical information on the development of the NATB.

   The Occupational Aptitude Patterns (OAP's) and Specific Aptitude Test Batteries (SATB's) to be used are those developed for the GATB. Information on OAP's is obtained by reference to the Manual for the USES General Aptitude Pattern Structure. Information on SATB's is obtained by reference to the Manual for the USES General Aptitude Test Battery, Section IV: Norms, Specific Occupations.

8. The Glen Occupational Scales for Indochinese (GOSI)

Grade Range:	
Can be Administered to:	Individually self-administered
Time of Administration:	15-20 minutes
Languages:	English, Vietnamese, Cambodian, and Laotian
Source:	Dr. Chris Glenn Indochinese Cultural & Service Center 1607 N.E. 41st Avenue Portland, OR 73232 (503) 288-6206

This instrument is an individually self-administered test available in English, Vietnamese, Cambodian and Laotian. Tape cassetts are available in all three Indochinese languages for testing illiterate students. The test will access vocational interest and aptitude data; it will take approximately 15 to 20 minutes for completion, and is scorable by monolingual English speakers.

9. The Harrington/O'Shea System for Career Decision-making

Grade Range:	8-Adults
Can be Administered to:	Self-administered
Time of Administration:	40 minutes
Languages:	Spanish, English
Source:	Chronical Guidance P.O. Box 271 Moravia, NY 13118

This instrument is self-administered and self-interpreted inventory; 6 scores (arts, business, clerical, crafts, scientific, social) used to identify 3 or more occupational areas, for intensive career exploration, from among 18 career clusters (art work, clerical work, customer service, data analysis, education work, entertainment, legal, literacy work, management, manual work, math-science, medical-dential, music work, personal service, sales work, skilled crafts, social services, technical) and questions in 5 areas (abilities, future plans, job values, occupational preferences, school subject preferences).

WORK SAMPLES

10. The Singer Career Systems

Grade Range:	High School-Adults
Can be Administered to:	Individuals
Time of Administration:	2 hours per module
Languages:	English, Spanish, Arabic
Source:	Singer Career Systems 80 Commerce Drive Rochester, NY 14623

The Singer Vocational Evaluation System is comprised of twenty-two work sample modules, each independent in structure and use, that simulate tasks and materials typical of work settings. Each carrel contains a filmstrip and cassette with complete audio-visual directions for performing the series of tasks required in that module. (Reading ability at the third grade level is necessary to complete

some of the work samples; cassettes are available in Spanish for Spanish-speaking students/clients.)

The following is a list of the modules that currently available in this system:

Sample Making
Bench Assembly
Drafting
Electrical Wiring
Plumbing and Pipefitting
Carpentry and Woodworking
Refrigeration, Heating & Air Conditioning
Soldering and Welding
Sales Processing
Needle Trades
Masonary
Sheet Metal Working
Cooking and Baking
Small Engine Service
Medical Service
Cosmetology
Data Calculation and Recording
Soil Testing
Photo Lab Technician
Production Macnine Operating
Household and Industrial Wiring
Filing, Shipping and Receiving

Of these modules, the student/client chooses several that he/she would like to experience in career exploration. Each module requires from one to four hours to complete; the average amount of time per module appears to be two hours. Each module is equipped with the necessary expendable/consumable items required for completion of the task or series of tasks in that module; also included in the carrel is the stationary equipment needed for completion of that activity.

Typically, one evaluator will be monitoring the progress of three or four persons at one time. Probably the average student/client will choose two to four of the modules for career exploration and will take a total of five to twelve hours for completion of these modules. Ideally, professional counseling, before and/or after, this career exploration activity, will occur to maximize the utility, self-awareness, and career assessment for the student/client.

The evaluator times the client and rates his/her progress on a five-point scale. Then, this rating is compared to standards set and published by the Singer System. Standarized forms are also provided for the reporting of results; this basic form could be revised to meet the needs of (an)other (Agency) agencies in order to report results in a form that is more individualized and appropriate in terms of the need of the agencies involved.

Probably the greatest assess of this system is in the extensive occupational information available to the student/client in terms of career information, skills, and self-awareness.

There is little data available on the reliability or validity of the system except that it does seem that the system has test-retest reliability and does have predictive validity for training success. This latter point seems to have bearing for the Vocational Center as predictive validity for success in vocational training would be the system's greatest asset for use by Vocational Center staff and for LCAVC students. (It should also be noted that virtually nothing by itself has predictive validity for job success, as there seems to be too may variables involved in job success, including motivation, pay, personality factors, etc.)

11. Jewish Employment and Vocational Service System (JEVS)

Grade Range:	High School, Adults
Can be Administered to:	Individuals
Time of Administration:	Varies
Language:	English, Spanish
Source:	Jewish Employment and Vocational Service, Inc. 1624 Locust Street Philadelphia, PA 19103

The Jewish Employment and Vocational Service System (JEVS) consists of a series of twenty-eight work samples, all of which are designed to be completed by each student/client. Sponsored by the U.S. Department of Labor for a target group of disadvantaged persons, the system is based upon the Dictionary of Titles (D.O.T.) (U.S. Department of Labor) in that the work samples are directly applicable to work tasks on various jobs and the reporting of results translates directly to jobs as listed in the D.O.T.

The following is the list of Specific Factors Inherent in the JEVS Work Samples:

Color Discrimination
Counting Ability
Eye-Hand-Foot Coordination
Following Diagrammatic Instructions
Following a Model
Following Written Instructions
Motor Coordination
Manual Dexterity
Measuring Ability
Numerical Ability

Form Perception
Clerical Perception
Spatial Discrimination
Size Discrimination
Use of Hand Tools

In addition, there are four Global Factors inherent in all work samples but of particular importance in certain work samples:

Accuracy
Following Verbal (Oral) Instructions
Neatness
Planning and Organizational Ability

The following is a list of the Work Samples of the JEVS:

Nut, Bolt and Washer Assembly
Rubber Stamping
Washer Threading
Budgette Assembly
Sign Making
Tile Sorting
Nut Packing
Collating Leather Samples
Grommet Assembly
Union Assembly
Belt Assembly
Ladder Assembly
Metal Square Fabrication (Soldering)
Hardware Assembly
Telephone Assembly
Lock Assembly
Filing by Numbers
Proofreading
Filing by Three Letters
Nail and Screw Sorting
Adding Machine
Payroll Computation
Computing Postage
Resistor Reading
Pipe Assembly
Blouse-/Vest-Making
Condensing Principle

The work samples are ordered so that the tasks proceed from the easiest to the most difficult. The evaluator must be continually present and must observe and record constantly as the student/client goes through the series of tasks involved. The time spent on administration of the JEVS is considerable because of the demand of constant evaluator involvement; it takes approximately five or six entire days for administering the JEVS battery.

A realistic work setting and simulation of real work activities are strengths of the JEVS. Also, it can be said that the battery is self-motivating in that the tasks are varied, some can be seen as fun by the student/cleint, and the relevance to the work situation is relatively obvious. Both student/client and evaluator can determine exactly what the student/client can and cannot do. Translated to a counseling situation, the results of this battery can be used directly for job placement. In this utility and applicability the JEVS differs from the Singer; in combination, the two systems would seem to offer both prediction for training success (Singer) and job placement indications (JEVS). Both the Division of Rehabilitation Services (DORS) and Special Education District of Lake County (SEDOL) utilize the JEVS for its utility in job placement information; counselors and placement persons use the information from the JEVS administration to place student/clients into jobs which are most appropriate in view of tested skills and limitations.

Administration procedures are very specific and detailed. Most of these involve oral instructions and demonstration. In scoring, the student/client uses a time clock; the timing interval is determined by the amount of time from the end of the instructions to the completion of the task. The student/client is rated on a three-point scale and then scores are compared to standards set by the JEVS norms. Time and quality are given equal weight in scoring. A standardized format is provided for final reporting, including references to Worker Trait Groups in the D.O.T. for further career exploration.

The Utility of the JEVS seems to be primarily in its use to the counselor or evaluator; it is of limited use to the client in terms of vocational exploration because the tasks involved in the JEVS, though, seems clearly to lie in its immediate applicability in terms of jobs placement. Also, it is optimally useful in terms of placement indicators for special education and handicapped student/clients, for whom it is often necessaty to isolate and identify specific, basic skills for job placement that promises success for these persons.

Data on the reliability of the battery is lacking; published results on the validity of the system are favorable. It seems, therefore, that the results from the JEVS would tend to predict what types of activities or skills the student/client might be expected to perform successfully on the job.

12. Valpar Component Work Sample Series

Grade Range:	High School, Adults
Can be Administered to:	Individuals
Time of Administration:	Varies
Languages:	English
Source:	Valpar Corporation 3801 E. 34th Street Tucson, AZ 85713

The Assessment Lab has included three of the Valpar Work Sample Systems as a resource for assessment of specific worker traits. The Valpar Component Work Sample Series is keyed to the worker traits arrangement data in the Dictionary of Occupational Titles. The manual accompanying each work sample provides specific occupations and related classifications in a variety of job families as a starting point for vocational exploration. The units which are currenlty available in the Assessment Lab include:

Clerical Comprehension and Aptitude
Simulated Assembly
Whole Body Range of Motion

The Valpar work samples are extensively normed on a wide range of client populations. This very fact enables the evaluator to assess a particular client's skills in relation to tentative work or training environments.

13. Project Discovery Career Exploration System

Grade Range:	12-18 year old students
Can be Administered to:	Individuals
Time of Administration:	Varies
Language:	English
Source:	Project Discovery Experience Education 401 Reed Street Red Oak, IA 51566 1-800-831-5886

Project Discovery is a systematic career exploration system consisting of 37 individualized "hands-on" simulated work and guidance activities created for the 12-18 year old student. "Inservice training" is available to ensure that the project is implemented successfully.

Currently, Project Discovery has been successfully implemented in a wide variety of educational settings: regular, Junior and Senior High School, special education facilities, CETA job training sites, correctional institutions, and community-based organizations. No wonder Project Discovery was evaluated and approved by the Joint Dissemination Review Panel (JDRP) of the Department of HEW, and listed as an exemplary and innovative program on the National Diffusion Network (NDN) by the United States Office of Education.

For a free preview and loan of Project Discovery materials, contact the following organizations in your state.

Pat Sitlington
Vocational Education Services
Creative Arts Building
Indiana University
Bloomington, IN 47405
(812)/337-6711

Susan Shackleton
East Central Network for
Curriculum Coordination
Building E-22
Sangamon State University
Springfield, IL 62708
800-252-8533

I. Vocational Aptitude Tests

1. Differential Aptitude Tests (DAT), G.K. Bennet, H.G. Seashore and A.G. Wesman

Grade Range:	8-12, Adults
Can be Administered to:	Groups
Time for Administration:	6-30 minutes
Languages:	English and Spanish
Source:	CHESS and Associates 2759 Steeple Chase Lane Diamond Bar, CA (714)598-5761

An integrated battery of aptitude tests designed for educational and vocational guidance in grades 8-12, the Differential Aptitude Tests measure the abilities of students in 8 areas: Verbal Reasoning (30 minutes); Numerical ability (30 min.); Abstract Reasoning (25 min.); Space Relations (25 min.); Mechanical Reasoning (30 min.); Clerical Speed and Accuracy (6 min.); Language Usage-Spelling (10 min.); and Language Usage-Grammar (25 min.). Standardized in 1963, the entire battery of tests can be administered in slightly over three hours, and scored fairly rapidly. The fourth edition of the interpretive manual provides norms for the English version, and information on validity and reliability. The authorized Spanish translation and adapatation of this measure is called "Tests de Aptitud Diferencial".

2. General Aptitude Test Battery (GATB)
(see Vocational Interest Test Section, #6, page 199)

3. Non-reading Aptitude Tests Battery (NATB)
(see Vocational Interest Test Section, #7, page 199)

4. Clerical Aptitudes SRA. Chess and Associated, Diamond Bar, CA 91765
(714)598-5761

J. Career Development and Maturity Inventories

1. Assessment of Career Development, Dale Predeger, Bert Westbrook, and John Roth.

Grade Range	8-12th
Can be Administered to:	Groups
Time of Administration:	2¼ hours
Language:	English
Source:	Houghton Mifflin 1900 South Batavia Road Geneva, Illinois 60134

The Assessment of Career Development was designed to help gather information to assist in structuring guidance programs to student needs and for evaluating outcomes of career guidance programs. The measure attempts to assess occupational awareness, self-awareness, and career planning and decision making. Reliability studies are sufficient and except for one scale, Occupational Preparation Requirements, reliability is good. Predictive (outcome and change) and content validity are reported.

The measure consists of 6 scales with 6 subscales for the Experiences Scale (Job Knowledge--72 items, Job Characteristics--7 items, Career Plans--ed. level, job family choice, and certainty, Career Planning Activities--54 items, Career Planning Knowledge--40 items, Exploratory Job Experiences--6 subscales (1 Social, 2 Business Sales and Management, 3 Business Operations, 4 Technologies and Trades, 5 Natural, Social and Medical Sciences, and 6 Applied Arts), 15 items/subscale, 90 items). The inventory is designed for 8th-11th graders, has about and 8th grade reading level, and takes about 2¼ hours to administer. Local items can be added.

The Assessment of Career Development is a well constructed measure of career development. It is easy and interesting to take and can provide valuable information on some of the important domains of career development. Additional validity studies would be of value.

2. Career Awareness Inventory, LaVerna M. Fadale

Grade Range:	4-8th
Can be Administered to:	Groups
Time of Administration:	60-90 minutes
Language:	English
Source:	Scholastic Testing Service 480 Meyer Road Bensenville, Illinois 60106

The Career Awareness Inventory is intended as a tool for classroom teachers and other educators interested in assessing the career awareness element as demonstrated by their students. The instrument has a theoretical in the Taylor Model (1972) for implementation of career education into school curricula. The measure has only fair reliability (however, this in part is due to its construction) and validity information is not extensive.

The measure is composed of 125 items, which include the identification of occupations from illustrations of workers. Scales include identity, training, models function prestige, clusters, and characteristics. No norms are provided. The measure was developed for use in grades 4-8th (though the publisher suggests use from 4-12th grades) and requires only about a 4th grade reading level. It can be administered orally.

The Career Awareness Inventory is a measure directed more toward the younger student (middle school and junior high school) and seems to be a reasonable tool for assessing their career awareness, an important aspects of career maturity. It has questionable value for high school students due to its format.

3. Career Maturity Inventory (CMI), John O. Crites

Grade Range:	6-12th
Can be Administered to:	Groups
Time of Administration:	2-2½ hours
Language:	English
Source:	CBT/McGraw Hill Manchester Road Manchester, Missouri 63011

The Career Maturity Inventory was designed to measure the maturity of attitudes and competencies necessary for realistic career decision making. The instrument, as a measure of career development, combines rational and empirical methods of scale construction. Item content was selected for its theoretical relevance to the construct of career choice. Reliability and validity data do establish the Attitude Scale as a valid and reliable instrument in measuring 5 clusters of attitude maturity. Test-retest reliability data and validity data are becoming available but at present are insufficient for final conclusions on the Competence Scales.

The Attitude Scale includes 50 statements covering 5 areas (involvement in the career choice process, orientation toward work, independence in decision making, preference for career choice factors, and conceptions of the career choice process) in a true-false format. The Competence Scale is composed of 5 areas (knowledge about self, knowledge about jobs, choosing a job, planning, and problem solving) and requires about

20 minutes per section. Norms are provided for expressing relative career maturity of an individual or group. The measure is developed for the 6th to 12th grade student and the total time for administration is about 2-2½ hours. The CMI requires a 6th grade reading level.

The Career Maturity Inventory is a valuable addition to the field of career guidance. The psychometric data on the attitude measure is quite good, however, though preliminary findings on the competence sections are good, additional analyses are needed.

4. Comprehensive Career Assessment Scales, Stephen Jackson and Peggy Golding

Grade Range:	3-12th
Can be Administered to:	Groups
Time of Administration:	20-30 minutes
Language:	English
Source:	Learning Concepts 2501 Lamar Austin, Texas 78705

The Comprehensive Career Assessment Scales examines student information regarding career choices and how curriculum needs to be designed to enhance each student's interests. The measure is primarily for use in needs assessment, curriculum planning, and use as a pre-and-post testing device in evaluating career programs. The measure is non-normative and has good internal consistency.

The measure consists of 75 occupational titles from the 15 U.S. Office of Education (USOE) clusters (5 from each cluster). The student indicates the degree of familiarity and interest for each occupation on a seven point scale. The measure is designed for the 8th-12th grades and requires approximately 20 minutes for administration. A Teacher's Scale is also available.

The Comprehensive Career Asessment Scales is a quick measure of career interest and development. Due to the structure of the measure it could be open to halo effects and false stereotypes. Final evaluation must wait until we are able to obtain the techninal supplement.

5. Knowledge of Occupations Test (KOT), LeRoy G. Barth

Grade Range:	High School
Can be Administered to:	Groups
Time of Administration:	40 minutes
Language:	English
Source:	Psychologists and Educators, Inc. Suite 212 211 West State Street Jacksonville, Illinois 62650

The "Knowledge of Occupations Test" was constructed to measure the extent to which high school students have knowledge of occupations. Results can be used in curriculum planning, instruction, and counseling. The items were constructed after a thorough analysis of current literature in the vocational field and of various career materials used in high schools. Most parts included may be justified both in terms of frequency of inclusion in commonly used career materials and on the basis of expert judgement as to importance. When students score low it may indicate that they lack accurate occupational information on which to base career plans. The internal consistency is good; however, validity information is lacking.

The measure is composed of 12 items in question format. Scales are make up of occupational titles. Norms are provided for 318 students in schools from the Southwest (no information on sex differences!), gathered in 1972. The KOT has a 40 minute time limit, and requires and 8th grade reading level; however, a higher cognitive level is necessary.

The KOT is a rather complex measure of broad vocational knowledge and graph reading. Considering its structure and content, it seems to have more value in evaluation of abilities needed in use of career information and as a learning experience is a career education unit than as an assessment device for guidance services. Though more analysis is needed, this limited use seem reasonable.

6. New Mexico Career Education Test Series, Charles C. Healy and Stephen P. Klein

Grade Range:	9-12th
Can be Administered to:	Groups
Time of Administration:	3 hours and 35 minutes
Language:	English
Source:	Monitor P.O. Box 2337 Hollywood, California 90028

The New Mexico Career Education Test Series is a battery of criteria-referenced tests designed to assess specific learner objectives in the area of career education. The instrument has a theoretical bases. The discussion of the NMCETS scores in the manual are inadequate, since the only meaning given to individual scores is their relative standing in the norm group, with the interpretation section of the manual consisting of only one paragraph. Internal consistency is fair to poor though this is to some degree dictated by test structure. The only validity information is score differences between 9th and 12th graders.

The measure is composed of 70 items in statement format. The manual lists general learner objectives and from 2-5 subobjectives for each of the 6 tests in the series. Norms are provided for 9th and 12th graders throughout the state of New Mexico during the 1972-73 school year. No further information is given on the characteristics of the norm group. The tests are developed for grades 9-12, take about 3 hours and 35 minutes to administer, and require less than an 8th grade reading level.

The New Mexico Career Education Test Series is a new approach combining education and assessment in a broad range of career maturity and decision making areas. Clear and more extensive construction rationale, norming, and psychometric information is needed before endorsement can be given.

7. Vocational Opinion Index, Associates and Reseach in Behavior, Inc.

Grade Range:	6-12th
Can be Administered to:	Groups
Time of Administration:	20 minutes
Language:	English
Ssurce:	The Science Center 3401 Market Street Philadelphia, Pennsylvania 19104

The Vocational Opinion Index is a short paper and pencil instrument used to measure an individual's Job Readiness Posture (JRP). JRP is a term used to define an individuals attitudes, perceptions, and motivations as they impact on his/her ability to obtain and maintain a job. The instrument has a theoretical basis, with succesful transition of a person from training status to work status seen and dependent upon 3 factors: 1) adequate skill training, 2) adequate placement opportunities, 3) appropriate Job Readiness Posture. The authors claim that psychometric analyses have been conducted; however, only predictive validity information is included in the manuals.

The measure is composed of 58 items in statement format. The JRP assesses 3 psychological dimensions: 1) attractions to work, 2) losses associated with obtaining and maintaining a job, 3) barriers to employment. Norms are provided for over 4,000 males and females from 13 MDTA centers across the country gathered in about 1971. The measure is developed for the disadvantaged population, takes about 20 minutes for administration and requires a 6th grade reading level.

Though the measure is not directed towards a high school clientelle and norms are not appropriate, there are a few situations where the counselor might find use for such a measure.

K. Achievement Tests

1. California Achievement Tests (CAT), Levels II and III, Form A, E. Tiegs & W. Clark

Grande Range:	1-12: Level 1, grades 1.5 - 2.9 Level II. grades 2 - 4.9 Level III, grades 4 - 6.9 Level IV, grades 6 - 9.9 Level V, grades 9 - 12.9 (reviewed for grades 2 - 6)
Can be Administered to:	Groups
Time for Administration:	Level II, 123 minutes, Level III, 152 minutes timed
Languages:	English
Source:	CTB/McGraw-Hill Del Monte Research Park Monterey, CA 93940
Score Interpretation:	This instrument yields percentile rank, grade equivalent, achievement development and stanine scores. "Debiased" norms and scoring key are also available.
Target Ethnic Group:	General (Reviewed for Cuban, Mexican-American, and Puerto Rican; Chinese and Navajo)
Purpose:	To assess a student's achievement in reading, mathematics, and language.

This achievement tests has 5 overlapping levels with alternate forms, A and B. The batteries at each level measure vocabulary and reading comprehension; mathematics computation, concepts and problems; and language mechanics, usage, structure, and spelling. There are 318 items in Level II and 343 items in Level III. Students respond by marking separate answer sheets. Answers are hand or machine scored.

Technical Information

The U.S. Office of Education conducted a restandardization of the reading and mathematics subtests of Levels II and III, Form A, of this instrument with 9000 students, 21% of whom were Hispanic. A panel of 11 judges, including 1 Asian-American, 1 American Indian, and 4 Hispanic educators, located potentially biased items. ERIC Document #101-017 provides a review of the statistical and item content analyses conducted. It also contains an annotated list of potentially biased items, a table converting raw scores to percentile ranks, and a table converting school means to percentile ranks. Both tables are tied to the raw scores on the original CAT and on the debiased instrument. Reviewers felt that the administrator's manual was well written and easy to use.

1. California Achievement Tests (CAT) (Continued)

Cultural and Linguistic Information - Hispanic

The reviewers found the directions, item content, vocabulary, illustrations, and procedures to be culturally and linguistically appropriate for Cuban, Mexican-American and Puerto Rican students in grades 2-6. Reviewers recommended that care should be taken to use the CAT only with students who are proficient in English and who have been acculturated to life in the United States. One reviewer commented that children from lower socioeconomic backgrounds may have difficulty relating to the item content in the reading sections, which show no special relevance to Hispanic culture. Reviewers noted that although the general format was acceptable, the spacing was poor in the mathematics section.

Rating Scale: Acceptable Technical Information
Unacceptable Cultural Information

Reviews:

1) Donald Ross Green
Racial and Ethnic Bias in Test Construction
ERIC Documents: # 129928
056090

Found in his study that: The CAT (1970) tests were more biased against minority groups that against middle class white children due to test item selection procedures used in designing the test. He suggests when using the tests that:

-biased items be identified and deselected.
-compensation for bias occur by use of alternate weighting and scoring schemes.
-scores be intepreted according to group membership of examinees.
-the existence of bias and its effects on scores be documented.

2) System Development Corp.,
Santa Monica, CA
ERIC Document: #101-017
Achievement Test Restandardization
ESAA Evaluation, Nov. 1, 1974

Found that items in CAT test were biased against children whose experiences differed widely from those in the test item selection group.

Felt test should be restandardized by leaving out biased items, converting raw scores to percentiles based on restandardized tables, and converting school mean to a percentile based on restandardized information.

2. Comprehensive Test of Basic Skills (CTBS - Levels A, C, 1 and 2, Form S) (Reading, Language and Mathematics Sections)

Grade Range:	K-12, Level A, K-1.3 Level B, K.6 - 1.9 Level C, 1.6 - 2.9 Level 1, 2.5 - 4.9 Level 2, 4.5 - 6.9 Level 3, 6.5 - 8.9 Level 4, 8.5 - 12.9 (reviewed for K-6) Level 4 not available in Spanish
Can be Administered to:	Groups
Time for Administration:	Levels A and B, 3 hours; Level C, 3.75 hrs. Levels 1 and 2, 4 hrs; timed
Languages:	Spanish and English (excluding Level 4 in Spanish)
Source:	McGraw-Hill Del Monte Research Park Monterey, CA 93940
Score Interpretation:	This instrument yields percentiles, stanines, grade equivalents, and expanded scores.
Targe Ethnic Group:	General (reviewed for Cuban, Mexican-American and Puerto Rican; Chinese, Navajo, and Tagalog entries)
Purpose:	To assess a student's basic skills in reading, language and mathematics.

This achievement instrument consists of overlapping levels designed to assess pre-reading and reading comprehension skills, language mechanics, spelling, and mathematic computation, concepts, and applications. There are 168 items on Level A, 174 items on Level B, 266 items on Level C, 337 items on Level 1, and 336 items on Level 2. Items are read aloud by the administrator or silently by students. For Levels A-C and 1 students respond by marking in machine or hand-scorable booklets. Separate answer sheets are available for Levels 1-4.

Technical Information

The publishers subjected the CTBS Form S to statistical debiasing procedures and to debiasing by a panel of experts. They also standardized this instrument with a national sample which included approximately 7.9% Spanish-speaking students. In Technical Bulletin No. 2 the publisher stated that some items may be unsuitable for measuring the achievement of Spanish-speaking students, although the majority of items are acceptable for this group. The U.S. Office of Education sponsored

Technical Information (Continued)

further bias studies on the reading, language, and matehmatics sections of this test. For these studies, a panel including Asian, Mexican-American, and American Indian educators evaluated items which appeared to be statistically biased against certain ethnic groups and concluded that the majority of these items were not biased*. Guide reviewers found the administrator's manuals clearly written and easy to use.

Cultural and Linguistic Information - Hispanic

Reviewers found the directions, vocabulary, illustrations, and procedures appropriate only for English-dominant Cuban, Mexican-American, and Puerto Rican students in grades K-6. They commented that the spacing on the spelling, language mechanics, and mathematics computation and concepts subtests was poor and noted that the items did not reflect Hispanic culture. Reviewers felt that the timed tests would put unusual pressures on students for whom English was a second language. The publishers agree that, for some groups, departures from the time limits may well produce more meaningful scores.

Rating Scale: Acceptable Technical Information
Unacceptable Cultural Information

Additional Reviews:

The CTBS Test gives:

National public school norms, percentiles and stanines
Large city school district norms, percentiles and stanines
Catholic school norms, percentiles and stanines.

The CTBS manual encourages use of scores in planning and evaluating instruction as well as identifying individual differences in achievement.

Procedures for constructing local norms are described and local normative data are provided to schools using the publishers scoring services.

1) Robert A. Cervantes
ERIC Document #ED093951
"Problems and Alternatives in Testing Mexican-American Students"

Found that:

1. Language subtests in particular appear extremely inappropriate to Mexican-American students.
2. Some instructions are confusing and misleading.
3. A number of items appear to be biased against students who differ by socioeconomic status and culture from norming populations. Those items should be eliminated or adequate substitutes found.

* Hoepfner, R. and Christen, F. Measures of Acadmic Growth, Santa Monica, CA: System Development Corporation and RMC Research Corporation, 1979.

Additional Reviews (continued)

He feels use of test is maximized by:

1) Developing local norms in terms of ethnic validity.
2) Assessing changes in year to year scores rather than comparing with national norms.
3) Analyzing test items for colloquial language and experiential relevance. Eliminate these items or substitute more appropriate ones.

See also: Theodore V. Higgs. "Sociocultural Bias in One Form of the CTBS: A Consafic Interpretation of a Chigatropic Assessment Instrument". Development Associates, San Antonio, TX 1974.

3. Bilingual Science Tests, Dr. C. Sanuinetti.

Grade Range:	5-8
Can be Administered to:	Groups
Time for Administration:	40 minutes
Languages:	English and Spanish
Source:	Curriculum Bureau, Board of Education 131 Livingston St., Room 610 Brooklyn, NY 11201

The Bilingual Science Tests are designed to measure achievement in science. They are available in English and Spanish. The 5th and 6th grade test, a measure of general science knowledge, is a research product of the New York City Study of Closed Circuit Television Cooperative Research Project of the Fund for the Advancement of Education and the N.Y.C. Board of Education. The 7th grade test assesses knowledge of chemistry while the 8th grade test measures more advanced knowledge of general science; both were produced by Science-Spanish Research Project of N.Y.C's Bureau of Educational Research. The test items are all multiple-choice. Also available is a report entitled "Science Instruction in Spanish for Pupils of Spanish-Speaking Background", which contains both the tests and test results for experimental and control group students.

4. New York State Mathematics Test: Spanish Language Editions

Grade Range:	3,6,and 9
Can be Administered to:	Groups
Time for Administration:	50 - 60 minutes
Languages:	English and Spanish
Source:	New York State Education Dept. The University of the State of New York Albany, NY 12224

The New York State Mathematics Tests, in Spanish and English Editions, are designed to measure achievement in mathematics, as well as the general effectiveness of a school's math program. These instruments can also be used by teachers to aid in planning classroom instruction and in evaluating the progress of individual pupils. Three areas of mathematics are assessed: Concepts, computation, and problem solving. In the third grade version, answers are recorded directly in the test booklet. The 6th and 9th versions have separate answer sheets. Norms are provided in the Manual.

5. Pruebas de Puerto Rico - Adaptation of General Testing Service's Test of General Ability

Grade Range:	K-12
Can be Administered to:	Groups
Time for Administration:	50-111 minutes
Languages:	Spanish and English
Purpose:	General Ability, Readiness, Language and Academic Achievement, and Personality
Source:	Oficina de Evaluación, Depto. de Instrución Pública Hato Rey Estado Libre Asociado de Puerto Rico

The following tests in Spanish and in English are measures of General Ability Readiness, Language and Academic Achievement, and Personality. They are all available from the Evaluation Office with norms for populations in Puerto Rico.

Pruebas de Puerto Rico (continued)

Prueba Colectiva Puertoriqueña de Capacidad Mental (1958), Forms A and B nonberbal intelligence tests, "La Prueba Colectiva Puertoriqueña de Capacidad Mental" can be administered in about 60 minutes to children in grades 1-12. It consists of three parts: Verbal (20 items); Visual (20 items); and Quantitative (18 items). The children mark their answers directly in the booklets.

Test Puertoriqueño de Habilidad General (1962), Forms A and B: This instrument is designed to measure general ability in grades 4-12. It consists of five subtests; Synonyms (25 items); Antonyms (25 items); Analogies (25 items); Numerical Ability (15 items); and Spatial Relationships (21 items). Administration takes about 70 minutes, and the test booklets are reusable, since pupil responses are recorded on separate answer sheets.

Reading Comprehension Test (1961-62), Intermediate Level: This exam consists of 72 items designed to test reading comprehension in grades 7-9. The test instructions are in Spanish, administration takes about 80 minutes and the students record their answers on a separate answer sheet.

English Language Test (1962), Intermediate Level: This measure for grades 7-9 consists of four subtests: Auditory Discrimination (35 items); Structure (70 items); Vocabulary (45 items); and Writing of Words (20 items). It takes about 77 minutes, instructions are in Spanish, and a separate answer sheet is used.

Prueba de Lectura en Ingles (1968), Forms A and B: This test is designed to test reading ability on four levels of difficulty in grades 3-12. The test consists of two parts, Vocabulary and Reading Comprehension, and takes about 60 minutes. Norms are classified by grade, district, and sex, for all or part of the test. Information on validity and reliability is also included.

Pruebas de Lectura en Español (1968), Forms A and B: These tests are designed to measure reading ability in Spanish. There are four levels which cover grades 1-12, each consisting of two parts: Vocabulary and Comprehension. Administration takes about 60 minutes.

Prueba de Aprovechamiento en Matemáticas (1960), Intermediate Level: This instrument is designed to measure mathematical achievement in grades 7-12. There are three subtests: General Knowledge (29 items); Basic Skills (41 items) and Reasoning (20 items). It can be given in about 87 minutes, and uses separate answer sheets.

Prueba de Algebra Elemental (1964), Advanced Level: This instrument consists of 65 items designed to measure a student's knowledge of elemental algebra. It takes about 70 minutes and is applicable to grades 10-12. A separate answer sheet is used.

Prueba de Aprovechamiento en Ciencias (1962), Intermediale Level: This test takes about 105 minutes and consists of 150 items designed to measure achievement in science. It can be used in grades 7-9. A separate answer sheet is used.

Prueba de Biologia Moderna (1968), Advanced Level: This test consists of 50 items designed to measure the student's knowledge of biology. It is applicable to grades 10-12, and can be administered in about 50 minutes.

Cuestionario Sobre Personalidad, División de Investigaciones Pedagógicas y Estadísticas (1960): This test is constructed for grades 7-12 to measure personality adjustment in 4 areas: Social; Emotional; Personal; and Home Life. It can be administered in about 50 minutes, and consists of 160 questions, which can be answered "yes", "no" or "not sure". The students can be classified into two groups: With problems or without problems.

Inventario de Intereses Vocacionales, División de Investigaciones Pedagógicas y Estadísticas (1954): This test is designed to determine the vocational interests of students in grades 9-12. It describes activities in 8 areas; Fine Arts; Language; Helping People; Numbers; Mechanics; Science; Controlling People; and Clerical (Church). There are 240 questions to which the students can answer "yes" or "no" on a separate answer sheet. The Inventory is untimed.

6. MLA - Cooperative Foreign Language Tests: Spanish: Modern Language Assoc. of America

Grade Range:	High School - College
Can be Administered to:	Groups
Time for Administration:	About 2 hours
Languages:	French, German, Italian, Russian, and Spanish
Source:	Educational Testing Service Box 999 Princeton, NJ 18540

Develop specifically to appraise language learning by the audiolingual approach the MLA-Cooperative Foreign Language Tests measure language skills functionally. Except for the directions, which are in English, the Spanish version is completely in Spanish. The four basic skills, Listening, Speaking, Reading and Writing, are separately tested at two levels of difficulty. A norms booklet provides norms for all tests in this series. Separate answer sheets can be used for Listening and Reading only. Also available are versions in French, German, Italian and Russian.

7. Inter-American Series - Test of General Ability

Grade Range:	Preschool, ages 4 and 5 Level 1, age 6 for end of kinder and beginning of grade 1 Level 2, age 7-8, grades 2-3 Level 3, age 9-11, grades 4-6 Level 4, age 12-14, grades 7-9 Level 5, age 15-18, grades 10-12
Can be Administered to:	Groups
Time for Administration:	25 minutes (preschool) to 52 min. Levels 3-5
Languages:	English and Spanish
Source:	Guidance Testing Associates St. Mary's University One Camino Santa Maria San Antonio, TX 78284 (512) 436-3304

These tests are designed to estimate the ability to do academic work in general. This series of test includes six levels of difficulty which are published in Spanish and English in parallel forms (they measure the same skills) and in pre- and post-test form.

8. Tests of General Ability (TOGA), J.C. Flanagan

Grade Range:	K-12
Can be Administered to:	Groups
Time for Administration:	About 45 minutes
Languages:	English and Spanish
Source:	Science Research Associates (SRA) 259 E. Erie Street Chicago, IL 60611

Designed for use in grades K-12, the Tests of General Ability (TOGA) provide a nonverbal measure of general intelligence and basic learning ability. The scores are said to reflect ability independent of school acquired skills, and therefore the TOGA are particularly useful for students form culturally different backgrounds. A Technical Report, grades K-12, is available for interpretation of the results. An Examiner's Manual translated into Spanish is also available for each grade level.

9. Short Test of Educational Ability (STEA)

Grade Range:	K-12
Can be Administered to:	Groups
Time for Administration:	30 minutes
Languages:	English, Spanish
Source:	Science Research Associates (SRA) 259 E. Erie Street Chicago, IL 60611

Designed to estimate educational ability in a short, easily-administered format, the Short Test of Educational Ability has parallel editions in English and Spanish. Levels 1 and 2, for grade K-3, are primarily pictorial and are administered orally. Levels 3, 4, and 5 for grades 4-12, are read by the students. The subtests include: What Would If; How Would You: Spatial Relations; Verbal Meaning; Number Series; Arithmetic Reasoning; Letter Series; and Symbol Manipulation. In the Spanish edition, the test directions and items read orally by the teacher are annotated with Southwestern, Cuban, and Puerto Rican Versions. Normative data for the English edition is presented in an Interpretive Manual, which contains recommendations for the use of the Spanish version. In order to determine whether the Spanish edition was equivalent to the English, both versions were administered to bilingual children in the Southwest. In grades K-3, the performances of the children were very similar. As a result, the Manual explains, along with cautionary notes, that the Level 1 and 2 norms developed for the English edition may well be applied to the Spanish edition. Levels 3, 4, and 5, however, should be used only with students who have had at least two years of their formal education in Spanish or who have otherwise demonstrated an ability to read Spanish with some facility.

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